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AUTHOR Miller, John C.
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ABSTRACT

Addressed to adults working in a tutorial capacity with young people engaged in the process of vocational preparation, this manual offers ideas, poses issues, and describes skills and tasks that will help tutors to develop their work with students--either on their own or through staff development programs. The aims of vocational preparation, guidance, and guidance in vocational preparation are examined. In a discussion of stages of tutorial intervention, the following stages through which students pass in each opportunity are covered: selection, induction, experience, and transition. Defined are various tasks of the tutor, including negotiating, contracting, informing, advising, counseling, referring, assessing, coaching, disciplining, feeding-back, evaluating, and refereeing. The values of openness, equality of worth, and trust are addressed. Dealt with next are various multiple, specific, and ancillary skills, including attending, observing, listening, responding, questioning, timing and pacing, personalizing, target-setting, confrontation, recordkeeping, and self-evaluation. Issues related to tutoring in group, individual, and organizational settings are confronted. Following a synthesis of the above-mentioned components of tutoring, several organizational issues are addressed. Appended are resource sheets on such topics as referral agents, sample job descriptions, pitfalls, and potential advantages and risks of various systems of tutoring. (MN)

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Further Education Curriculum Review and Development Unit

ED218506

Tutoring

The guidance and counselling role of the tutor in vocational preparation

John C. Miller

National Institute for Careers Education and Counselling

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FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

Chairman Rev. Canon George Tolley MSc PhD FRIC FBIM
Director Jack Mansell MEd CEng FIEE MIMech E

Elizabeth House
York Road
London SE1 7PH
Telephone 01-928-9222
ext 2500

Your reference

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Date June 1982

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Dear Sir/Madam

TUTORING

The attached document written by John Miller, was commissioned by the FEU from the National Institute for Careers Education and Counselling. It is one of a series of documents we are producing to support the curricular themes we suggested were essential to Vocational Preparation.* In this case Guidance and Counselling.

It is a staff development document aimed at staff developers, as well as to course tutors and subject tutors who it is hoped, will be able to use it as a self-help resource manual. As John Miller says in the Preface "The underpinning assumption is that adults working directly with young people in vocational preparation are involved in a process of guidance and counselling as well as of teaching and administration".

The terminology of Guidance and Counselling is surrounded by more than its fair share of semantic discussion. This publication is for teachers rather than for professional counsellors. Indeed, one of its aims is to suggest what teachers might themselves be able to do in this area and at what stage they may need to refer a young person to a professional counsellor. To do this, the language of the document has been kept as simple as possible and at times less technically precise than used by the counselling profession.

The manual is intended to be very much a working document: tutors, staff developers and managers are encouraged to copy and otherwise freely use the material contained therein. Special attention is drawn to the (coloured) Resource Sheets in the Appendix.

The conceptual framework used throughout the manual is based on six major components: Aims, Stages of Intervention, Tasks, Values, Skills and Settings; there is a section of the manual devoted to each with another section bringing them together. An additional section on Organisational Issues suggests some ways in which staff developers and managers may be able to set about encouraging tutors to take on these additional skills.

This manual is about the way in which tutors might relate to young people; it tries not to separate subject teaching from counselling, since most teachers interact with their students via the subject they teach. Inability by a student to cope with a syllabus topic is as deserving of counselling as is a more obvious 'personal' problem, and the two are rarely unrelated. The teacher who is doing much of this already may learn little from this manual save a clarification of issues and hopefully a sense of legitimacy to continue. Such a manual cannot hope to train people in skills but perhaps can attempt to point out some significant issues.

The teacher who is uncertain about tackling such work, it is hoped, will feel encouraged to explore the area further, recognising the essence of the themes presented, often in a stereotypical way, through the examples in the text. It is not suggested that all teachers behave in such stereo-types but it is suggested that through the exploration of the teacher's behaviour towards students some of the barriers between adults and young people can be overcome.

Extra copies are available and it is hoped that you will assist in its dissemination.

Yours sincerely

Jack Mansell

JACK MANSELL
Director

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1 reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

2 determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected

3 carrying out specific studies, helping with curricular experiments, and contribution to the evaluation of objectives, and

4 disseminating information about the process of curriculum development in FE.

The publications in this series of Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. The views expressed are those of the authors and are not necessarily those of the Unit's Board of Management.

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Director

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Preface

1. This resource manual is addressed to adults working in a tutorial capacity with young people engaged in the process of vocational preparation. In particular, it should be of assistance to two categories of tutors in colleges of further education:

(i) *Course tutors*, who have responsibility for the overall co-ordination of particular courses or options; and

(ii) *Subject tutors*, who find that in vocational preparation their role inevitably extends beyond the traditional subject-teaching boundaries, and requires them to devote considerable attention not just to transmitting knowledge, but also to identifying and helping students overcome learning difficulties.

It is also hoped that it will be useful to personal tutors and specialists (for example, college counsellors and careers advisers) and to the other adults involved – to industrial tutors and supervisors in work settings, to other teachers in schools and colleges, to managers of colleges and schemes, and to those responsible for staff development and training.

2. It is suggested that readers might consider using the manual in one or more of a number of different ways:

(i) *Cover-to-cover reading* – reading through the whole document section by section to explore the role of tutoring in vocational preparation from a number of different but related perspectives;

(ii) *Selective reading* – reading those sections that are of particular interest and concern;

(iii) *Group usage* – using each section as stimulus for a discussion group of tutors involved in vocational preparation, as part of a self-help staff development programme, and for the identification of the need for support from each other and from staff developers and management; and

(iv) *Policy usage* – considering the implications of the issues raised in the manual to policy decisions inside colleges, in particular concerning the appropriateness of the variety of systems of tutoring that can be used in vocational preparation. Such systems involve the use in different combinations of course tutors, subject tutors, personal tutors, and specialists.

3. The manual offers ideas, poses issues and questions and describes skills and tasks that will help tutors to develop their work with students – either on their own or through staff development programmes. The underpinning assumption is that adults working directly with young people in vocational preparation are involved in a process of guidance and counselling as well as of teaching and administration. The manual aims to explore an approach to tutoring that borrows appropriate concepts from guidance and counselling, without suggesting that tutors 'become counsellors'. The emphasis on these concepts should not be taken to imply that the teaching and administrative tasks of a tutor are not valid and important; they are, however, outside the manual's remit.

4. The manual breaks down the notion of tutoring into a range of component parts, with the aim of examining each in turn, and also of indicating how each part relates to the whole. The model is shown in Figure 1: each circle in the diagram will be covered in a separate section of the manual (as indicated). The diagram is drawn in this way as it is considered that *aims* (1) and *values* (4) provide the foundations on which the role of tutoring in vocational preparation is based, and that the role revolves round the *stages* (2) that the students experience. Growing out from this framework, tutoring then becomes a set of *tasks* (3) performed *skilfully* (5) in a number of different *settings* (6). The resource manual concludes with a section directed at organisational issues, specifically directed to those responsible for staff development and training, and for college management.

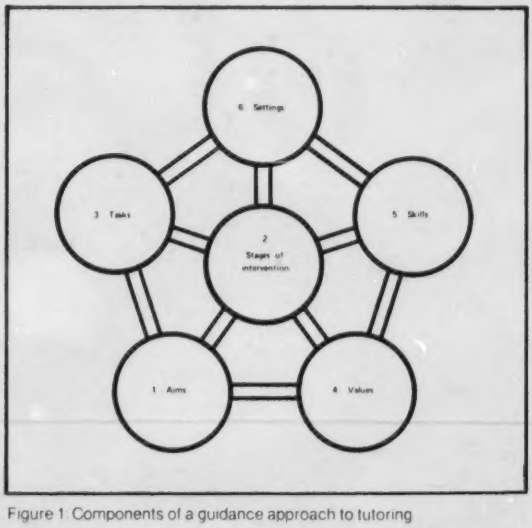
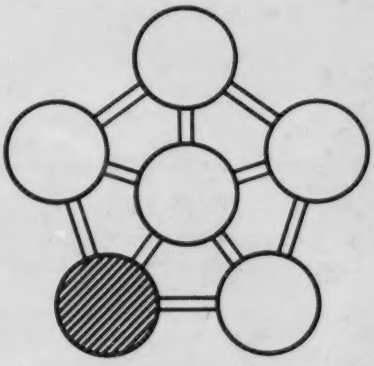


Figure 1: Components of a guidance approach to tutoring

1 Aims



Aims

Vocational preparation

5. In its document on Vocational Preparation[1], the Further Education Curriculum Review and Development Unit (FEU) described the aims of vocational preparation as being four-fold:

- to give to young people basic skills, experience and knowledge;
- to help them assess their potential, to think realistically about jobs and employment prospects, and to optimise their employability;
- to develop their understanding of the working and social environment, both nationally and locally, so that they may understand the variety of roles it is possible for them to play as adult members of society; and
- to encourage them to become progressively responsible for their own personal development.

It is clear from these aims that a primary task of vocational preparation is that of *enhancing learning;* not only learning of skills and knowledge related directly to the world in which the young person lives, but also learning related to his or her 'inner world' – that is, an increased understanding of self.

6. In order that such learning may be encouraged within vocational preparation, four key components were identified by the FEU:

(i) the process of *negotiation* whereby the young person is a full participant in the decision regarding the most appropriate experiences to meet his or her needs. This process relies on the devising of a 'personal learning agenda', and on the agreement to a 'contract' between the participants and the variety of agencies involved in the provision of learning experiences. It leads to each young person arriving at a unique or 'bespoke' programme of opportunities;

(ii) the process of *counselling, guidance and assessment* through which the young person can be helped to assess realistically his or her potential and to monitor his or her progress throughout the experience by using carefully constructed student profiles. The reviews encouraged by this process can lead to a negotiated progression of opportunities;

(iii) the acquisition of *basic skills* which are broad-based and transferable, and include those described by the term 'Social and Life Skills'; and

(iv) an approach to young people that uses *experience* as the relevant starting point for structuring learning.

These four components of vocational preparation indicate that the student is encouraged to take a full part in the process of learning. An underlying aim of vocational preparation is thus to enhance the readiness of students to learn in a self-directed way, in other words, to enable them to become progressively responsible for their own learning and development. If this aim is to be met, the tutor and the other people responsible for such learning need to accept a role wider than the traditional one of transmitting knowledge and skills. The concept of guidance may offer clues to such a wider role.

Guidance

7. The term 'guidance' was first established in the British educational vocabulary by Ben Morris[2]. He likened guidance to the help offered by the mountain guide who, in order to help the novice climber, will *check out* the novice's mountaineering experience, and will offer *advice* based on his or her experience, *information* based on knowledge, and *training* based on graded skill. The underlying aim of the 'good' mountain guide is to enable the climber to meet on his or her own the new challenges that mountaineering will inevitably pose.

8. Some prefer the term 'counselling' to 'guidance', interpreting the latter as referring only to directive forms of help. It should be noted that this is *not* the sense in which it is used here. Instead, in line with Appendix 3 of *Vocational Preparation* (1), guidance is seen here as a generic helping strategy that encompasses a range of activities (figure 2), of which counselling is one. The aim of all these activities is

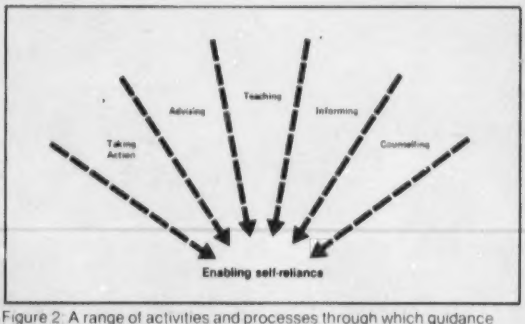


Figure 2: A range of activities and processes through which guidance may be offered

to promote self-reliance on the part of the 'guided', and thereby to enable them to make the decisions, and cope with the transitions, that will determine the course of their educational, career and personal development. The range of activities includes:

'Taking Action'
– for example, telephoning the careers service to check whether there are opportunities for a student in terms of a job or work experience is part of guidance, especially if a way can be found to help the student take action for himself/herself the next time (perhaps the next stage is for the tutor to be present when the student makes the call).

'Advising'
– for example, suggesting that a student should speak directly to his or her supervisor about a study difficulty is a part of guidance, especially if the student is given an opportunity to disagree.

*'Teaching'**
– for example, setting up a structure whereby a student can gradually gain confidence to speak up in class is a part of guidance, especially if the student is fully engaged in the process, understands what is happening, and has requested the help.

'Informing'
– for example, offering information on the range of courses or options offered by the college or other agencies is a part of guidance, especially if it is possible to help the student to seek such information for himself/herself in the future.

'Counselling'
– for example, giving time to a student to explore the feelings of rejection and alienation that may be felt after yet another unsuccessful job interview is a part of guidance, especially if this can lead to finding ways of understanding and dealing with such feelings in future.

9. These guidance activities are not of course mutually exclusive; any person engaged in guidance may need to offer more than one activity on any given occasion. Thus, in working with a student who has been unsuccessful in many job interviews, the tutor may *counsel* the student to help express and explore feelings, may offer *teaching* to the student in skills of self-presentation, and may *give information* to help with the search for further opportunities.

10. The essential point is that the tutor needs to be aware of what he or she is doing, and not to get locked into one favoured approach to students. (Giving advice is a common example.) The ability to be able to offer the most appropriate activity from the range is a key skill for anyone offering guidance.

11. As is shown in Figure 2, the underlying aim of guidance is to help the student move towards self-reliance rather than to make the student dependent on the tutor. Thus, to paraphrase Katz[3], the tutor's purpose is to help students make their own decisions more wisely, and not to rely on the tutor to make wise decisions for them.

Guidance in vocational preparation

12. Different guidance activities are likely to be appropriate to the different components of vocational preparation already outlined: in *negotiation* and *assessment*, the guidance activities of giving information, offering advice and taking action may be useful; in the acquisition of basic *skills*, offering teaching (for example, in speaking up in a group) may be particularly relevant; and in using the *experience* of the young person as the starting-point for structuring learning, the value of exploring that experience and the young person's feelings towards it suggest counselling as a particularly relevant approach.

13. These guidance activities are not an exhaustive list; a fuller analysis will be provided in Section 3. Moreover, they are not exclusive to the tutor; other 'guidance agents' will include college counsellors, careers officers, etc. It is indeed important that the tutor should recognise the contributions already being made by these other agents, and should consider how they can be better harmonised and developed.

*The term *teaching* is used here to denote the structuring or managing of learning, and, in particular, that learning related to gaining confidence, skills, and understanding of self, rather than that related to specific subject disciplines.

14. It is also important to recognise the constraints within which the tutor operates, which are very different to those of guidance specialists working outside organisational boundaries. The constraints include not only those of time and space, but also of power and authority. For example, tutors in many colleges are not involved in the early 'negotiation' stages with prospective students; they may also be under pressure from their college's need for student numbers for its own survival. In general, however, the stronger the guidance element in the tutor's role, the stronger the contribution the tutor is likely to be able to make to the process of vocational preparation.

15. The purpose of this section has been to review the aims of vocational preparation, to explore the demands made on the tutor if such aims are to be met, and to suggest that the concept of guidance may be very relevant to the role of the tutor in vocational preparation. The aims of vocational preparation and of guidance are highly congruent with one another. Thus, some of the activities and skills of guidance are likely to have a valuable contribution to make to the process of vocational preparation.

Appendix

Resource Sheets

This appendix is arranged into seven separate Resource Sheets. Each sheet covers issues that have been identified in the manual, and is intended to encourage tutors, staff developers and managers to explore these issues further. The sheets are:

Resource Sheet 1
Referral Agents: a Pro-Forma

Resource Sheet 2
Sample Job Description

Resource Sheet 3
Pitfalls

Resource Sheet 4
Self-Appraisal Inventory for Tutors

Resource Sheet 5
Tutorial Development Programme Check-List

Resource Sheet 6
Potential Advantages and Possible Risks of Different Systems of Tutorial Provision

Resource Sheet 7
References and Materials

The Resource Sheets can be detached, photocopied and used by tutors and by those responsible for staff development. This will enable them to be used as handouts within specific courses and workshops, or as stimulus for discussion by groups of tutors meeting together to discuss their work with students.

Referral Agents: A Pro-Forma

Resource Sheet 1

The purpose of this pro-forma is to give colleges a framework for collecting and communicating useful information on referral / liaison agents and agencies with whom tutors might need to establish contact. The list is not exhaustive, but it has proved useful to tutors in colleges, especially where the blank has been personalised with the names, addresses, telephone numbers and contact hours of the referral agents available for helping students. Colleges could use this blank to compile their own resource bank of referral agents in their locality.

A. Within college	*Contact person*	*Extension*
Head of Dept. (responsible for voc. prep.)		
Vice-Principal		
Principal		
Student Counsellor		
Careers Adviser		
Welfare Officer		
Accommodation Officer		
Nurse/First Aid Officer		
Clergy		
Student Union		
Doctor		
Specialist Units (eg. Study Skills)		

B. In neighbourhood	*Contact person*	*Telephone*
1. Statutory Bodies		
Social Service Dept.		
Probation Service		
DHSS		
Job Centre		
Careers Service		
Youth Worker		
Doctor		

Law Society		
Community Police		
Community Relations Council		

2. Voluntary bodies

Citizens Advice Bureau		
Samaritans		
Legal Advice Centre		
Pregnancy Advisory Centre		
Church Welfare Organisations		
Youth Counselling Agency		
Marriage Guidance Council		

3. Private consultants

Independent Vocational Guidance Agency		

Sample Job Description

This job description is designed as a stimulus for discussion and *not* as a model to be adopted unthinkingly. It represents an attempt to pull together the various ideas and processes identified in the manual in a form which will help tutors to clarify their areas of responsibility and involvement.

1. General

(i) The aims of the tutorial role in vocational preparation are to assist students to take increasing responsibility for their own learning and development, and to help students overcome any blocks to such a process.
(ii) Tutors are encouraged to get to know the students for whom they have a tutorial responsibility in order to help them take decisions and choices based on knowledge and thought rather than on ignorance and chance.
(iii) Tutors are expected to pay particular attention to the expressed needs of their students at the stages of selection, induction, experience (including assessment), and transition.

2. Specific

Tutors are expected to take a part in the following tasks with individual students and/or with groups:
(i) Having due regard to the inevitable constraints, to take part in discussions with the student, employers, careers staff and others involved, in order to determine the opportunity available which is most appropriate to the student.
(ii) To discuss with the student his/her expectations of the college, the course, and the individual tutor, and the expectations they hold of him/her, to agree realistic offers and demands for one to make to/of the other.
(iii) To ensure that other teaching staff and/or, where appropriate, others outside the college, understand their place in the provision of the student's learning programme.
(iv) To provide the student with information and advice regarding the opportunity and regarding subsequent opportunities where relevant.
(v) To check out periodically that the original contract is being adhered to by *all* the participants – student, tutors, supervisors, etc.
(vi) To explore the feelings and thoughts that lie behind the student's experience of difficulty or distress, or his/her hopes and fears for the future.
(vii) To refer the student to the most appropriate person who can offer help.
(viii) To review and record the student's progress and achievements through use of a variety of measures, including profiles.
(ix) To offer teaching, particularly in areas where the student lacks confidence (for example, in study skills).
(x) To offer coaching for students who are having difficulty in certain aspects of their work.
(xi) To confront students with the consequences of stepping over the limits set by the rules and regulations of the college or other organisation (such consequences may include the application of sanctions).
(xii) To speak for or act 'on behalf of' a student, perhaps at a disciplinary hearing.
(xiii) To inform colleagues and management about issues affecting students that require course or organisational change to resolve.
(xiv) To take part in investigating the effectiveness of the course for the student in relation to the agreed contract and stated aims.
(xv) To write references or provide other reports on students where appropriate.

Such a list of tasks is daunting, and it is not expected that each tutor will take on such a range of tasks for each student. The intention is rather that each task is *available* to each student. This means that a particularly important task for course teams is to determine '*who* does *what* and by *when*?'

Pitfalls

This Resource Sheet is included for individual reflection or for use in groups, to assist tutors to become aware of common pitfalls that are ready to ensnare the unwary tutor, especially in individual work with students. The sheet can usefully read in conjunction with Section 5 of the resource manual, and indeed many of these pitfalls are highlighted within that section.

The list of pitfalls and illustrative text has been freely adapted from an original idea by Jean Brookes, Head of Department of Community Education at the Manchester College of Building.

1. Imposing one's own values on the student

There are as many different value stances as there are people, and the tutor's stance is not necessarily any more valid than the student's. It is easier, however, for the tutor to judge the student in terms of his or her own value stance than it is to take time to explore the way the student sees the world . . .

Example A

Student: *'I just can't cope, everything is getting on top of me – there's no point to anything . . .'*

Tutor: *'Now, now . . . pull yourself together. What you need is a good night's sleep . . .'*

Example B

Student: *'I'm pregnant and I . . .'*

Tutor: *'What about the father? . . . When will you be getting married?'*

Student: *'He doesn't know, and I don't want to get married. I . . .'*

Tutor: *'Oh, no! Surely you should . . .'*

Student: *'Look, I came here to ask you about social security benefits . . .'*

Examples A and B both illustrate the way in which the tutor's imposition of his/her own values can get in the way of the student's needs. The skill this relates to is the 'attending' skill of 'suspending value judgements' (see para 64(d)).

2. Being over-psychological: imagining one is able to be incredibly insightful

It is all too easy to believe that students can be helped by unsolicited insights. There is a danger in tutors seeing themselves as 'amateur' psychologists, which often implies a need to feel superior, and is shown by the use of inappropriate questions and interpretations, often related to childhood or environment.

Example C

Student: *'I am not sure what I should do next . . . after this course has ended . . .'*

Tutor: *'Have you had these feelings of insecurity before?'*

Student: *'Well, I suppose so . . . I haven't really thought about it'. . .*

Tutor: *'It may well be that as a child you were left alone a lot – did your mother work? . . . You arrived home – there was no-one there . . . the future looked insecure. Yes, I can see why you are afraid'.*

Students need to retain their own defences and to be allowed to grow at their own pace. To have such interpretations thrust at them is neither helpful nor appropriate. Indeed in unskilled hands they are unlikely to be correct. Any inferences should be drawn with care, and tested out with the students. The skill this relates to is the 'observing' skill of 'making inferences' (see para 68).

3. Being too busy to listen

It is important to give time to a student. If the tutor is too busy, then it is preferable to make an appointment for a time when attention can be given, rather than to press on regardless and hope that the student's difficulty will not be too complex.

Example D

Student: *'I just came to see you about my work . . . I seem to be getting into trouble all the time now . . .'*

Tutor: *'Yes, I see' (it's nearly 5 o'clock and the tutor has an appointment at the dentist at 5.15).*

Student: *'Well . . . it's like this . . . my father . . .'*

Tutor: *'Yes?'*

Student: *'Well . . . he . . .'*

Tutor: *'Look, I'm sorry, but I'll have to go – can you come back tomorrow?'*

In Example D, the tutor knew at the beginning of the session that there was no time for anything other than a cursory question and answer. Instead of the *opening*

statement 'Yes, I see', it would have been more appropriate to use the *closing* statement 'Look I'm sorry . . .' This would have effectively prevented the student from having twice to try to embark on what is, possibly, a very painful and difficult story. The skill this relates to is that of 'Listening' (see para 69).

4. Finding a quick solution

This is often related to a failure to see that there is a real difficulty lying behind the presenting problem, or to a fear of what such a difficulty might be.

Example E

Student: *'I can't pay for the trip tomorrow – my dad's out of work and my mum needs all the money I can get to buy the food and her booze. If this goes on, I'm going to have to leave home . . .*

Tutor: *'Ah well . . . I think the best thing is to borrow some money out of the welfare fund so you don't miss out on the trip . . . Then you can pay us back next week – that will solve the problem!'*

Thus the student in Example E is likely to end up with an additional problem of how to repay the money, and is certainly no nearer to identifying and resolving the real issues. The skill this relates to is that of 'responding to content' (see para 75(a)).

5. Blocking the student's emotions

Perhaps because of difficulty in dealing with emotional outbursts, or anxiety about being used as a 'punchbag', the tutor may attempt to prevent what is likely to be the most healthy reaction to a distressing situation – discharge of emotion, by crying, laughing, etc.

Example F

Student: *'I just can't cope . . . everything is going wrong . . . I'm no good at work . . . I always seem to be in trouble . . . No-one ever asks me out . . .'*

Tutor: *'Now, now, dear . . . don't cry . . . Pull yourself together: you will be okay . . . Everything will be fine . . .'*

In Example F, the student may need to cry before it will be possible to deal rationally with his or her concerns. To block the discharge in the way the tutor is trying to do is likely to increase the student's frustration with the whole situation, including the tutor. The skill this relates to is that of 'responding to feeling' (see para 76(b)).

6. Asking too many questions

Often, due to anxiety to do the best for the student, the tutor falls into the trap of asking question after question, thereby constructing a story of his or her making rather than the story the student wanted to tell.

Example G

Student: *'I am worried about money.'*

Tutor: *'Aren't you budgetting properly? Do you need to ask for a loan to tide you over? Do your parents help you at all?'*

Student: . . . . . .

The most appropriate response in Example G would probably be to ask a very open question such as 'In what way?' which would allow the student to expand on the theme presented. Instead, by asking so many questions, the tutor is likely to confuse the student. The skill related to this is that of 'questioning' (see para 78).

7. Wanting to be liked by the student

In attempting to maintain a sound working relationship with a student, it is all too easy to fall into the trap of feeling indispensible. The danger is that the tutor becomes as dependent on the student as the student may be on the tutor.

Example H

Student: *'It is really nice being able to talk to you like this . . . Nobody understands me like you do . . . I wish you were my . . . Would you give me your home 'phone number so that I can ring you when I get lonely . . . Perhaps you would come round for a drink sometime.'*

Tutor: *'Oh that's good of you . . . I'm glad to be able to help you . . . that's what I'm here for, you know . . . My 'phone number is . . . ring any time.*

It is vital for the tutor's own mental health to put boundaries around his or her work with students. Example H clearly steps outside such boundaries; the tutor is being drawn into the student's problem, rather than helping the student to confront it. The skill that this relates to is that of 'awareness of emotional attachment' (see para 84).

8. Not being able to cope with silence

The tutor often needs to extend his or her existing silence threshold – i.e. ability to comfortably sustain silence – for during such periods the student is often working particularly productively. Unfortunately, many people have low tolerance of silence.

Example I

Student: *'I'm not sure I can take much more . . . (pause) . . . !*

Tutor: (reassuringly) *'Oh come on – it can't be as bad as all that – you're young, things always seem worse than they really are!*

Example J

Student: *'I'm not sure I can take much more . . . (pause) . . . I just don't seem to get on with my parents . . . (pause) . . . They have never really understood me, but now it's getting worse . . . (long pause) . . . Last night . . . It was awful . . . !*

In Example I the tutor is attempting to reassure; but reassure who – the student or the tutor? The student needs to be allowed to hesitantly put experiences, thoughts and feelings into his or her own words at his or her own pace. The skills that this relates to are those of 'managing silence' (see para 82) and of 'appropriate timing and pacing' (see para 83).

9. Attempting to identify too closely with the student

In order to impress the student with the knowledge that the tutor is also human, and has experienced similar difficulties to those of the student, it is all too easy to give an inappropriate response.

Example K

Student: *'I've got this girl-friend who's great . . . My parents are furious because she's black and they say I can't see her any more . . . We want to get engaged and leave home . . .'*

Tutor: *'I know exactly what you mean . . . When I was your age a very similar thing happened to me . . . My girl-friend was of a different religion, and my parents disapproved . . .*

No one person can know *exactly* how another person feels about *anything*. There may be clues provided by similarities to one's own experience, but each person's experience of events is unique to him or her, and to make assertions which implicitly deny this is unhelpful. The skill related to this pitfall is that of 'responding' (see para 74).

10. Wanting to do too much for the student

Many people feel that, to be helpful to another person, it is important to do things *for* them, rather than to find ways of helping them do things for *themselves*.

Example L

Student: *'I haven't any money and I need some new jeans.'*
Tutor: *'Oh, I'll lend you some money.'*
Student: *'Thanks – it's all so depressing, not being able to get a job.'*
Tutor: *'Look, I know someone who's looking for an assistant – I'll fix it for you.'*
Student: *'. . . and I've lost my boyfriend . . .'*
Tutor: *'I'll take you to the disco tomorrow . . .'*

In Example L, the student needs to be supported so that she can make some decisions and take some actions on her own behalf. The 'I'll fix it' stance of the tutor might make him feel good, but it will not help the student in the long run. The skill this relates to is that of 'target-setting' (see para 87).

11. Transferring one's own anxiety to the student

In tutorial work, tutors are likely to be faced with situations that are in some way threatening, especially where the student talks, say, about another member of staff with whom the tutor has a 'difficult' relationship.

Example M

Student: *'I just can't go back to that class . . . Each time I go the teacher picks on me . . . I can't do anything right. I was wondering if you could go and talk to him about it – I want to do well, but . . .'*
Tutor: *'Er . . . that's Mr J, isn't it . . . er . . . you have to stand on your own feet you know . . .'*

In Example M, the tutor succeeds in adding to the student's anxiety, diminishing the chances that the situation can be rationally discussed and a decision taken. The skill that this pitfall relates to is that of 'immediacy' (see para 88).

12. Making too many allowances for the student's way of life

In order to maintain a sound relationship, some tutors make too many allowances for the student, even to the extent of condoning an illegal act for example, and offer confidentiality without any boundaries.

Example N

(after some discussion . . .)
Student: *'. . . So last night me and some mates were out "collecting". . .'*
Tutor: *'What do you mean by "collecting"?'*
Student: *'Oh, you know, old ladies, pakis . . .'*
Tutor: *'Why do you do that?'*
Student: *'It's something to do, isn't it – there's nothing else to do around here.'*
Tutor: *'No, I suppose not . . .'*

In the emotive issue presented in Example N, the tutor has tacitly condoned the actions of the student, and has not indicated any disapproval or indeed pointed at the illegality of his or her actions: this is a dangerous path to tread. The skill that this relates to is that of confrontation' (see para 90).

Note

In each of these pitfalls illustrated above, the intentions of the tutor have not been questioned. Intentions, however, cannot be known by others: they can only be assumed or inferred. It is only the behaviour of the tutor that can be explored and changed.

Self-Appraisal Inventory for Tutors

The purpose of this resourse sheet is to help tutors appraise their own performance and to provide material for identifying ways in which they might seek to develop their tutorial role in the future. The result of such an appraisal could be discussed between tutors, perhaps at a tutors' meeting, and might lead to the identification of training needs and highlight the case for organisational changes in the tutor system.

The assumption underlying the appraisal is that the greater number of 'yes' and 'very' responses, the greater the confidence of the tutor, and the better the functioning of the overall tutorial system.

(a) Intentions

What do I believe is the purpose of the tutoring work I do?

(b) Stages

	Yes	To some extent	No
(i) *Selection*			
Do I meet my students before they enter my course?	☐	☐	☐
Do I really get involved with the negotiation/contracting process with my students?	☐	☐	☐
Would I like to be more involved in this work?	☐	☐	☐
(ii) *Induction*			
Am I involved in a conscious planned programme of induction for my students	☐	☐	☐
Are there any ways in which the induction programme could/should be improved?	☐	☐	☐
If yes, how?			
(iii) *Experience*			
Am I fully involved with this stage of the student's programme?	☐	☐	☐
Is there any way the planning for this stage should be improved?	☐	☐	☐
If yes, how?			
(iv) *Transition*			
Am I involved with discussing with students what comes next?	☐	☐	☐
Are there ways in which this process could be proved?	☐	☐	☐
If so, how?			

(c) Personal Qualities

How would I rate myself on my readiness to accept students for what they are rather than for what they 'ought' to be?

Low ☐ High

How would I rate myself on my readiness to explore how a student experiences his world?

Low ☐ High

How would I rate myself on my readiness to be natural and authentic with students, eg. in admitting lack of knowledge?

Low ☐ High

If you feel able to get another person who knows you well at work to rate you on these three scales, and discuss any differences or similarities that emerge between their ratings and your own.

(d) Tasks

How confident am I in performing the tasks associated with tutoring?	Very confident	Quite confident	Not confident
Negotiating	☐	☐	☐
Contracting	☐	☐	☐
Liaising	☐	☐	☐
Informing	☐	☐	☐
Advising	☐	☐	☐
Monitoring	☐	☐	☐
Counselling	☐	☐	☐

	Very confident	Quite confident	Not confident
Referring	☐	☐	☐
Teaching	☐	☐	☐
Assessing	☐	☐	☐
Coaching	☐	☐	☐
Disciplining	☐	☐	☐
Representing	☐	☐	☐
Feeding-back	☐	☐	☐
Evaluating	☐	☐	☐
Refereeing	☐	☐	☐

Are there any in the above list that I would particularly like to develop?

	Very confident	Quite confident	Not confident
Coping with emotional attachment	☐	☐	☐
Identifying themes	☐	☐	☐
Personalising	☐	☐	☐
Target-setting	☐	☐	☐
Immediacy	☐	☐	☐
Confronting	☐	☐	☐
Record-keeping	☐	☐	☐
Self-evaluation	☐	☐	☐
Other	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

(e) Skills

How confident am I in my use of the necessary skills?	☐	☐	☐
Attending	☐	☐	☐
Observing	☐	☐	☐
Listening	☐	☐	☐
Responding – content	☐	☐	☐
– feeling	☐	☐	☐
Questioning	☐	☐	☐
Managing silence	☐	☐	☐
Appropriate timing and pace	☐	☐	☐

Are there any of the above list that I would particularly like to develop?

(f) Settings

How confident am I in group tutorials?	☐	☐	☐
How confident am I in individual tutorials?	☐	☐	☐
How confident am I in institutional settings when I am working for a student?	☐	☐	☐

Would I like to have the opportunity of developing my work in any of these settings?

	Very confident	Quite confident	Not confident

(g) Development

What importance do I attach to the following issues in my development as a tutor?

Time/space	☐	☐	☐
Opportunities for training	☐	☐	☐
Opportunities to meet with other tutors	☐	☐	☐
Opportunities to meet with subject teachers	☐	☐	☐
Opportunities to meet with specialists, inside and outside college	☐	☐	☐

Tutorial Development Programme Check-List

Resource Sheet 5

The purpose of this check-list is to encourage staff developers and policy makers to consider the present state of tutorial development in the college or scheme, with a view to considering future plans. It could be useful for a group of people, including tutors, to use this check-list as a stimulus for discussion and action planning.

1. Aims

	Yes	No
(i) Has there been considered discussion within the college (or scheme) or the aims of the tutorial role?	☐	☐
If so, how?	☐	☐
Papers	☐	☐
Seminars	☐	☐
Conferences	☐	☐
(ii) Is there a policy document that specifies the aims of tutoring in vocational preparation?	☐	☐

2. Stages

(i) Are regular *case discussions* held in the college?	☐	☐
If so, are they effective?	☐	☐
(ii) Are *case conferences* held on individual students when necessary?	☐	☐
If so, are they effective?	☐	☐
(iii) Are regular *course team meetings* held to discuss the progress of the course?	☐	☐
If so, are they effective?	☐	☐
(iv) Is detailed *information* available on the destinations and previous experience of students?	☐	☐
If so, would it be useful?	☐	☐
(v) Are there good *links with the other agencies* involved in the student's vocational preparation programme?	☐	☐
If so, which?	☐	☐

Outside college	
Schools	☐ ☐
Careers Service	☐ ☐
Employers	☐ ☐
	☐ ☐
Inside college	
College counsellor	☐ ☐
Careers adviser	☐ ☐
Other departments	☐ ☐
	☐ ☐
	☐ ☐

3. Values

	Yes	No
Are tutors given opportunities to be confronted with and to explore, the values their behaviour indicates they hold?	☐	☐
If so, how?	☐	☐
Chance	☐	☐
Use of a consultant to group meetings	☐	☐
Other	☐	☐

4. Tasks

Are tutors helped to explore the tasks of tutoring?	☐	☐
If so, how?	☐	☐
Courses and workshops inside college	☐	☐

	Yes	No
Courses and workshops outside college	☐	☐
Use of other college expertise	☐	☐
Dissemination of relevant reports	☐	☐
Is there a description of the role of the tutor available for new and existing tutors?	☐	☐

5. Skills

	Yes	No
Are tutors offered the opportunity to develop relevant helping skills?	☐	☐
If so, how?	☐	☐
Self-rating check-list	☐	☐
Skill-training workshops/courses inside college	☐	☐
Skill-training workshops/courses outside college	☐	☐
Use of resource people from within college, such as college counsellors, etc.	☐	☐
Use of resource people from outside college, such as advisers, college of education lecturers, etc.	☐	☐

6. Settings

	Yes	No
Are tutors offered opportunities to explore the demands of the various settings in which they work?	☐	☐
If so, how?	☐	☐
Courses in individual work with students (that may combine elements of 3, 4 and 5 above)	☐	☐
Courses in group-work with students	☐	☐
Exploration of organisational issues	☐	☐
Are tutors given sufficient facilities with which to carry out the demands of their role – time, space, etc?	☐	☐

General

	Yes	No
1. Are such staff-development activities available to all tutors involved (including course tutors and subject tutors) or just to selected groups of tutors (those in the General Studies Department, for example)?	☐	☐
2. Does the college or scheme have a full list of referral agents and agencies available, including addresses, telephone number and contact person? (see Resource Sheet 1)	☐	☐
3. Do tutors have regular meetings for general support, communication, evaluation, and so on?	☐	☐
4. Does the college have mechanisms whereby tutors experience can be reflected in college policy making?	☐	☐

Potential Advantages and Risks of Different Systems of Tutorial Provision

Tutoring in educational institutions has had a long history. In further education the system has grown in a unique way, and it is common for colleges to have a mixed tutorial system – that is, a system of academic and personal tutors. In considering the progression of a student within vocational preparation, the role of tutoring as envisaged within the manual is holistic: all the 'tasks' need to be accessible to all the students. A variety of people, including subject staff and careers officers, may perform these tasks, but there may be a role for someone to liaise, etc., between them, in other words a need for a 'co-ordinating course tutor'.

The intention of this resource sheet is to help college staff consider the system most suitable for the students in vocational preparation programmes in their college. It might be used as a stimulus paper for discussion.

Systems	Potential advantages	Possible risks
1. *Course Tutor Only*	•The tutor is able to develop an all-round perspective on the student. •Close contact through teaching and organisational matters makes it easier to perform the tutorial tasks.	•The tutor focusses exclusively on academic and skill-related matters – blocks to learning related to 'personal' issues are not tackled. •The tutor may be caught in significant role-conflict in tutorial work.
2. *Course Tutor* plus *Personal Tutor*	•The student has more than one tutor to approach for help. •The student has a chance to explore 'private' issues and keep them distinct from the work of the course. •Every student has a person who is concerned for their personal well-being.	•There is a lack of necessary communication between tutors. •The split of tasks makes for 'good guy'/'bad guy' splits. •The personal tutor does not have enough time on the 'counselling' task.
3. *Course Tutor* plus *Subject Tutor*	•The student has more than one tutor to approach for help. •The student is assured that subject staff are concerned about issues other than purely 'work' issues.	•There is a lack of confidentiality between tutors. •The student has no-one to talk to about truly 'private' issues.
4. *Specialist-Based* (That is, the institution relies heavily on its specialist counsellors/careers advisers/welfare officers to perform the tutorial role.)	•A high degree of expertise is available to the students. •The teaching staff have competent professional resource people to whom students may be referred. •The college has the advantage of immediate and knowledgeable access to other professional services in the locality.	•Teachers revert to the stance: 'It's none of our business – they get paid for it'. •The sheer weight of numbers of students puts the specialists under intolerable pressure. •The 'helping' of students becomes divorced from the teaching of students.

These options are not exhaustive, and elements of two or more of these systems can fruitfully be combined. Each institution needs to make its own assessment and evaluation of the way tutorial work can be best carried out. Sensitive planning can offer a college the opportunity to maximise the advantages of a particular system and to minimise its risks.

References and Materials

Resource Sheet 7

This resource sheet sets out references to sources cited in the resource manual, and also identifies a range of material that may be helpful to readers willing to explore particular areas in greater depth.

References

1. *FEU:* **Vocational Preparation.** London: FEU, 1981.
2. *Morris, B.:* 'Guidance as a Concept in Educational Philosophy'. In **Yearbook of Education 1955.** London: Evans, 1955.
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9. *Winnicott, D. W.:* **The Maturational Process and the Facilitating Environment.** London: Hogarth Press, 1965.
10. *FEU:* **Leadership in Learning.** London: FEU, 1981.

Other Resource Materials

The list of resource materials below has been annotated to highlight, albeit crudely, the degree to which each resource covers the main areas identified in the resource manual.

1. Books

	Aims	Stages	Values	Tasks	Skills	Settings
Button, L.: **Developmental Group Work with Adolescents.** London: Hodder and Stoughton, 1974.					✓	✓
Douglas, T.: **Groupwork Practice.** London: Tavistock, 1976.			✓			✓✓
Egan, G.: **You and Me: the Skills of Communicating and Relating to Others.** Monterey, California: Brooks-Cole, 1977.				✓	✓✓	✓
Hargreaves, D. H.: **Interpersonal Relations and Education.** London: Routledge and Kegan Paul, 1972.		✓		✓		
Hopson, B. and Scally, M.: **Lifeskills Teaching.** London: McGraw-Hill, 1981.	✓✓	✓	✓			✓✓
Johnson, D. W. and Johnson, F. P.: **Joining Together: Group Theory and Group Skills.** New Jersey: Prentice-Hall, 1975.				✓	✓	✓✓
Klein, J.: **Working with Groups.** London: Hutchinson, 1961.	✓				✓	✓✓
Munro, E. A., Manthei, R. J. and Small, J. J.: **Counselling: a Skills Approach.** Wellington, New Zealand: Methuen, 1979.	✓		✓	✓	✓	✓
Napier, R. W. and Gershenfeld, M. K.: **Groups: Theory and Experience.** Boston: Houghton Mifflin, 1973.					✓	✓✓
Newsome, A., Thorne, B. J. and Wyld, K. L.: **Student Counselling in Practice.** London: University of London Press, 1973.		✓	✓	✓✓	✓	✓
Priestley, P., Mcguire, J., Flegg, D., Hemsley, V. and Welham, D.: **Social Skills and Personal Problem Solving.** London: Tavistock, 1978.	✓		✓✓	✓		✓
Proctor, B.: **Counselling Shop.** London: Burnett, 1978.				✓✓		
Shertzer, B. and Stone, S. C.: **Fundamentals of Guidance.** Boston: Houghton Mifflin, 1976.	✓		✓	✓		
Thomson, S. and Kahn, J. H.: **The Group Process as a Helping Technique.** Oxford: Pergamon, 1970.				✓		✓
Venables, E.: **Counselling.** London: National Marriage Guidance Council, 1971.			✓			

2. Exercises for Use in Group-Work Settings

Brandes, D. and Phillips, H.: **The Gamester's Handbook.** London. Hutchinson, 1978.

Cockpit Arts Workshop: **Warm-Ups and Icebreakers:** London: Cockpit Arts Workshop.

Dearling, A. and Armstrong, H.: **The Youth Games Book.** Renfrewshire, Scotland: Intermediate Treatment and Resource Centre, 1980.

Hopson, B. and Scally, M.: **Lifeskills Teaching Programme 1.** Leeds: Lifeskills Associates, 1981.

McGuire, J. and Priestley, P.: **Life after School: a Social Skills Curriculum.** Oxford: Pergamon, 1981.

Pfeiffer, J. W. and Jones, J. E.: **Handbooks of Structured Experiences for Human Relations Training.** La Jolla, California: University Associates, 1975.

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Working Group
Ms J Brookes, Manchester College of Building
Ms J Crick, Cranford Community School, Hounslow, Middlesex
Ms S Hill, Youth at Work Project, YMCA
Ms J Keeble, Paddington College, London
Mr J Mansell, FEU
Mr L H Phillips, Central Electricity Generating Board (Midland Region)
Mr D Pride, Bolton College of Education (Technical)
Mr P Young, Acton Technical College, London

Consultative Group
Mr J Blythe, FEU
Ms R Lee, British Broadcasting Corporation
Ms B Pearce, Counselling and Career Development Unit, University of Leeds
Mrs B Pratley, FEU
Ms R Silver, Southwark College
Mr A G Watts, NICEC

Publications

	Published
Annual Report 1977-79	June 1978
Annual Report 1978-79	June 1979
Annual Report 1979-80	July 1980
Annual Report 1980-81	July 1981
Experience, Reflection Learning – suggestions for organisers of schemes of Unified Vocational Preparation.	April 1978 (Reprint January 1981)
Postal Survey of FE Provision for the Young unemployed 1977.	June 1978
A Basis for Choice – Report of a study group of post-16 pre-employment courses.	June 1979 (Reprint April, Oct 1980, Jan, Sept 1981)
Supporting YOP	July 1979
Active Learning: A Guide to current practice in experiential and participatory learning.	December 1979 (Reprint March 1981)
Developing Social and Life Skills – strategies for tutors.	January 1980 (Reprint May 1980, June, Oct 1981)
Day Release – A Desk Study	January 1980
Signposts – A map of 16-19 educational provision	April 1980
Active Learning: A Register of experiential and participatory learning parts 1 and 2.	May 1980 (Reprint March 1981)
Further opportunities in focus – a study of bridging courses for women.	July 1980
Loud and Clear? – Summary of a study of curriculum dissemination in Further and Higher Education.	August 1980
Beyond Coping – Review and Synthesis of Research and Development in Social Education.	August 1980
Vocational Preparation	January 1981 (Reprint April 1981 Nov 1981)
Transition and Access – a review of low level courses in ILEA	February 1981 (Reprint July 1981)
Curriculum Control – A review of major styles of curriculum design in FE.	March 1981
Balancing the Equation – A study of women and science and technology within FE.	August 1981
ABC in Action – A report from an FEU/CGLI working party on the piloting of "A Basis for Choice" (1979-81).	September 1981 (Reprint February 1982)
Students with special needs in FE – a review of current and completed research relating to young people in the 14-19 age range with special educational needs.	October 1981
Microelectronics in FE – some personal perceptions – An occasional paper.	October 1981
Leadership in Learning – Reflexive Learning of a staff group in Further Education.	December 1981
How do I Learn? an experimental programme to introduce young people and their teachers to the many ways of learning.	December 1981

Progressing from Vocational Preparation – the issues (a discussion paper)	January 1982

Response papers

FEU Response to White Paper Special Needs in Education (Cmnd 799) (August 1980)	October 1980
FEU Response to Outlook on Training – Review of the Employment and Training Act 1973 (July 1980)	October 1980
FEU Response to Examinations 16-18 a consultative paper	December 1980
FEU Response to Continuing Education	January 1981
FEU Response to: CET: An Open Learning Systems in Further Education and Training (December 1980)	March 1981
FEU Response to Rampton (now Swann) Commitee	April 1981
FEU Response to: MSC – An 'Open Tech' programme A Consultative document (May 1981)	June 1981
Initial contribution to the Review of the Youth Service	June 1981
FEU Response to MSC New Training Initiative – A Consultative Document (May 1981)	July 1981
FEU Response to the Review of the Schools Council	October 1981

FEU guidance notes

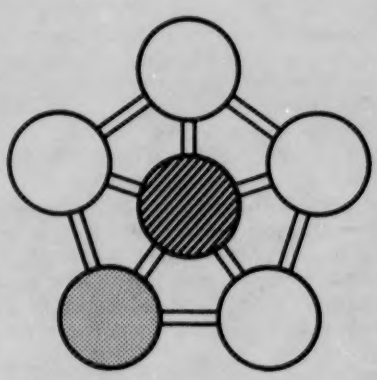
No 1 **MSC/SPD: Further Education Staff Training:** YOP Fees Discretionary Supplement in England and Wales.
No 2 **Some useful addresses** associated with the Microelectronics Education Programme (MEP)

Priced publication

FEU/WMAC YOP Survey in the West Midlands (available from the West Midlands Advisory Council, Norfolk House, Smallbrook Queensway, Birmingham B5 4NB price £1.25).	August 1980

Copies of these documents (which are free of charge) are obtainable, while stocks last from the publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ (Tel: 01-952 2366 Ext. 503)

2 Stages of intervention



Stages of intervention

16. One way of exploring the tutoring role in vocational preparation is to consider the stages through which the student is likely to pass in each opportunity – be it specific college courses, course elements, schemes, work experience, placements, or some other – that makes up the student's own vocational preparation programme. This section identifies and explores four such stages: selection; induction; experience; and transition. Each stage is expanded by identifying the kind of issues that are likely to be presented by the student, the aims for the tutor, the other agents that are likely to be involved, the tasks that require to be performed, and the settings in which they may be carried out. More detailed discussion of the tasks is to be found in Section 3, and of settings in Section 4.

(1) Selection

17. Before entry, students are likely to be uncertain about the exact direction they wish to take. Thus, the purpose of the selection stage should be seen to be as much concerned with giving the student a chance to select relevant and appropriate options, as with enabling the college or other agency to select suitable candidates for the opportunities it has on offer.

18. The kinds of questions that students may well want to ask include:
'What are my existing skills?'
'Which of these do I wish to develop further?'
'What might I do with such new or developed skills?'
'In what ways will the opportunity (eg. the college course) offer me the skills I want?'
'What will the opportunity demand of me?'
'What will being a student/trainee at this college/scheme demand of me?'

19. The aims for the tutor at this stage will therefore tend to focus on:
(a) helping students to identify their learning needs and develop a learning agenda;
(b) assisting students to appreciate the aims, methods and content of the opportunity in which the tutor is involved, and to understand what will be expected of them; and
(c) enabling students to understand the potential advantages of attending a college course (eg. skills learned, social life) and also to understand its potential disadvantages (eg. travel difficulties, split sites).

20. Many people may be involved in this process of selection. Links need to be made with the variety of other guidance agents such as careers officers, school guidance staff, house/year tutors, and careers teachers, concerned with helping the students in mapping out the overall balance and direction of their vocational-preparation experience.

21. The central tasks at the selection stage are, therefore, those of negotiating and contracting, and of liaising with other agencies involved. The most appropriate approach is likely to be by individual interview.

22. To summarise:

Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Selection	'What are my skills?' 'Which do I want to develop?' 'In what ways will this opportunity help?' 'What will the course be like?' 'What demands will be made of me?'	To help identify learning needs and create a learning agenda. To help the student appreciate the aims, methods and content of the opportunity. To help the student understand the costs/benefits of the opportunity.	School staff Careers officer Other selectors Careers adviser Student counsellor	Negotiating Contracting Liaison	Individual work

(2) Induction

23. Once the student has embarked on the opportunity, the issues that are posed tend to move toward those of 'finding one's feet'. This is a task that everyone has experienced in moving, say, from one job to another. The conscious attempt to help students work through it is referred to here as 'induction'.

24. The kinds of issues presented by the student at this stage are typically those to do with being in a new setting ('Where is everything?', 'Who is everybody?'), but also include expectations ('What do fellow-students and staff expect of me?', 'Is this what I thought it would be like?').

25. The aims for the tutor are to:
(a) assist students to cope with the transition into this fresh opportunity;
(b) help students to come to terms with what being on the opportunity entails (following on from the clarification of these demands at the selection stage); and
(c) enable students who feel anxious about the decision they have made to confront, explore and work through such anxiety. (This may sometimes involve recognising that a wrong decision has been made and that re-negotiation needs to take place.)

26. The guidance agents involved in this process will tend to be those internal to the organisation offering the opportunity; in a college, for example, it will involve the tutor and other relevant teachers, and – in cases where the student experiences particular difficulties – the student counsellor or perhaps the careers adviser. If it appears that re-negotiation is needed and that the student should move to a different opportunity, then guidance agents outside the opportunity – those involved in the overall mapping of the student's vocational preparation – may need to take part.

27. The tasks required of the tutor at this stage, therefore, will be those of informing, advising, monitoring, counselling, referring, liaising, and re-negotiating. The most appropriate approach is likely to be through a balance of group-work where issues common to all the students can be dealt with, and of individual work where the specific needs of particular students can be met.

28. To summarise:

Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Induction	'Where is everything?' 'Who is everybody?' 'What do people expect of me?' 'How do I get out of here?'	To assist the student in coping with the transition. To help the student come to terms with the consequences of his/her decision. To enable the student to confront, explore and work through his/her anxiety.	Subject teachers College counsellor Careers adviser Careers officer	Informing Referring Advising Monitoring Counselling Liaising	Group-work Individual work

(3) Experience

29. Assuming the student has coped with the transition into the opportunity, the next identifiable stage will be that of coping or managing the experience itself. Issues that are likely to be posed at this stage include those of coping with the work ('How am I doing in each bit of the course?'), of managing the demands of being a student ('Why do I have to go to . . . class?'), and of checking out whether the opportunity itself meets the original contract ('Am I getting what I am "paying" for?').

30. The aims that the tutoring role might attempt to meet are those of:
(a) helping the students to review and reflect on their performance on the course, and where appropriate to identify ways of seeking changes in work habits or behaviour;
(b) helping students to face the consequences of their acceptance of the student role and to respond to the demands that, therefore, are legitimately made on them;
(c) checking out with students whether their course or opportunity is in accord with the contract agreed originally between the parties involved (student, tutor, employing institution, etc.); and
(d) keeping a vigilant eye on the student's progress through the course, and ensuring that any blocks to learning are identified and that strategies to remedy such blocks are devised and implemented.

31. The tutor's role is the prime one here. If the contract is clearly not being met, then there may be a need for discussion with other teachers, supervisors, etc., and also with other agencies involved in making the contract (careers officers, for example), the aim of which may be to seek change in the opportunity itself. In addition, individual students may have particular personal difficulties that are affecting their work and that require the services of other guidance agents, such as the college counsellor.

32. Therefore, the tasks required of the tutor at this stage are likely to consist of assessing, coaching, disciplining, representing, feeding-back, counselling, and referring. The possible approaches include general vigilance to pick up the early signs of particular problems, complemented by group-work to explore issues of general applicability, and work with individuals to explore these issues in greater depth.

33. To summarise:

Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Experience	'How am I doing?' 'Why do I have to do...?' 'Am I happy with this course?' 'Am I getting what I wanted?'	Helping the student review and reflect. Helping the student face consequences. Checking out whether the course is meeting the contract. Being vigilant to the student's progress and alert to any blocks to learning.	Subject teachers Work-experience supervisor Careers officer College counsellor	Assessing Coaching Teaching Confronting Disciplining Representing Feeding-back Counselling Referring	Group-work Individual work

(4) Transition

34. The final stage of any opportunity is the one that is most easily described as 'getting ready to leave', and also 'facing what comes next'. Again, this is an experience that every adult will have met in leaving school/college for a job, one job for another, etc. The process is referred to here as 'transition', and the kinds of issues that are likely to be posed by the students at this stage are those of taking stock ('What have I learned?'), uncertainty ('What do I want to do next?'), deciding ('What will I do next?'), and implementing ('How will I go about putting my decision into action?').

35. The aims appropriate for the tutor here include:
(a) helping students to review and reflect on what they have achieved during the opportunity, particularly in terms of skill acquisition, but also more widely in terms of their personal development;
(b) assisting students to examine the range of possible options available for the future, and to make tentative choices about the direction of the next step;
(c) helping students to explore the possible consequences of not getting exactly what they want; and
(d) helping students to take the necessary steps to implement any decisions made.

36. At this stage it is essential that contact be made with the other agencies that may be involved in implementing the overall balance and sequencing of the student's vocational preparation experiences. This will help the needs of the student to be matched more closely to the other opportunities available in the locality, whether inside or outside the college. The tasks for the tutor at this stage are likely to include assessing, evaluating, counselling, referring and refereeing.

37. Inevitably at this point the main focus of attention will need to be on the individual. While some preparation for transition issues can be met through group-work, each individual student will merit personal attention.

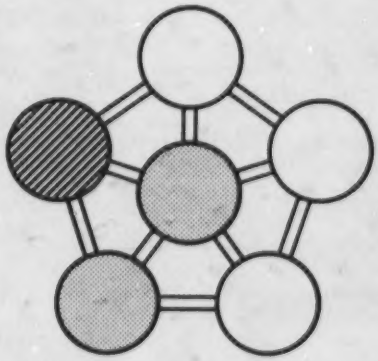
38. To summarise:

Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Transition	'What have I gained?' 'What do I want to do next?' 'What do I need to do about it?'	Helping the student review what he/she has done. Helping the student examine a range of possible options and choose between them. Helping the student explore consequences of other options. Helping students implement action plans.	Careers adviser Careers officer Work-experience supervisor	Assessing Evaluating Counselling Referring Refereeing	Group-work Individual work

General comments

39. Describing a student's progression through an opportunity in this way tends to suggest an equality between the stages and a neat progression through them, neither of which may be true. Some students will indeed progress with relative ease through the opportunity because, perhaps, they know exactly where they are going and what comes next. But others may get stuck at a particular stage and may need considerable help to work through the issues that are blocking them.

40. Over-riding all the aims and tasks identified above for the tutor, the most important are the issues of 'enabling' and of 'vigilance'. The tutor is first and foremost an *enabler* of learning, and to carry out this role must be *vigilant* to the issues that block the student's learning or progression. The tasks outlined briefly above and described in more detail in Section III can help the student to overcome these blocks, with guidance skills (see Section 5) as the vehicles for carrying out the tasks.



Tasks

41. The preceding section identified a number of stages for the tutoring role, together with a multiplicity of tasks which need to be performed if the aims at each stage are to be met. This section briefly explores each of these tutorial tasks in turn, and also considers the potential conflicts inherent when one person, such as a tutor or workshop supervisor, attempts to perform a range of such tasks with young people.

42. The tasks are:

Negotiating
– identifying the skills and experience of the student, exploring the range of opportunities that are available, and seeking through discussion (involving all the participants) to achieve a 'best fit', having due regard to the inevitable constraints that will be met.

Contracting
– identifying clearly the expectations of the student held by the tutor and by the college, helping the student to express his/her own expectations, and committing the tutor and college on the one hand and the student on the other to *realistic* offers and demands for the one to make to/of the other.

Liaising
– communicating with other teaching staff, or with others outside the college, who are involved in carrying out the negotiated contract, and dealing directly with any difficulties that may arise.

Informing
– offering data, divorced from a personal judgement of its worth.

Advising
– making a suggestion based on a personal evaluation or experience.

Monitoring
– checking that the contract originally agreed to as a result of the negotiation process is being adhered to by all the participants – student, college course, work placement, etc.

Counselling
– exploring the feelings that lie behind the student's experiences of difficulty or distress, or his/her wishes and hopes.

Referring
– knowing who is the most appropriate person to help the student deal with a particular issue, and determining *who* should make contact, *when* and *how*.

Assessing
– reviewing and recording progress and achievements by using one or more of a variety of measures, including profiles.

Teaching
– imparting knowledge, attitudes and skills through structured experiences.

Coaching
– assisting students who are having particular difficulties in aspects of their work.

Disciplining
– confronting students with the consequences of stepping over the limits set by the rules and regulations of the college and/or other organisation in which they are based.

Representing
– speaking for or acting 'on behalf of' a student, perhaps at a course team meeting or a disciplinary hearing.

Feeding-back
– informing colleagues and management about issues affecting students that require some form of institutional development or change to resolve.

Evaluating
– investigating the effectiveness of the course or other opportunity which the student is experiencing in relation to the agreed contract and stated aims.

Refereeing
– preparing reports for the purpose of making statements about the student to relevant other people.

43. Each of the tasks in this list can be performed in a variety of ways; there is no one correct way of teaching, of assessing, and so on. It seems clear, however, that some approaches are likely to enhance learning and increase

self-reliance – the basic guidance objectives within vocational preparation – while others are likely to inhibit these processes.

44. To illustrate this distinction, it may be useful to examine the task of *disciplining*. Including this alongside, for example, *counselling* within the role of one tutor would be seen by some as being unmanageable, on the grounds that the two are too much in conflict. But, while at first glance it may appear to be true that enforcing rules and exploring feelings are contradictory purposes, on closer examination it becomes clear that it is possible for them to share a consistent underlying approach.

45. On the one hand, disciplining can be simply seen as the administration of sanctions to those who fail to meet certain standards of behaviour, of work performance, and so on. The danger in this approach to the task of disciplining is that it can lead to the application of automatic sanctions without considering, for example, whether the recipient is aware of the consequences of his/her action – 'make the punishment fit the crime', 'ignorance of the law is no excuse', 'if you allow special considerations you open the door to further abuses'. Such application of automatic sanctions is likely to inhibit the development of a sense of purpose or of enriched motivation, as the student will often experience no sense of involvement, or of responsibility for the consequences of what he/she has done – 'they never told me about that'. It can also distance the student from the tutor – 'silly old . . .' – with the result that the tutor is less likely to be able to help the student deal with other issues that may arise during the course.

46. An alternative approach to the task of discipline is to see the main function as one of setting, clarifying and maintaining clear ground-rules for the individual within the opportunity for which the tutor has responsibility. These ground-rules will then link to, and form part of, the task of contract-building between tutor and the students. This approach views the objective as being to establish clear and contracted boundaries within which the student has freedom to act and to take responsibility for his/her actions, including those that infringe or step across the boundaries. Such an approach may use sanctions, but only after discussion to ensure that the student understands why. It is likely to enhance the development of motivation, and to sustain the student's involvement in learning, because the student is treated as an equal, an adult.

Example 1

A student consistently arrives late to college, takes long coffee and lunch breaks, and seems to have scant regard for the comments on these infringements by teachers and placement supervisors. The course tutor is informed, with the clear expectation that disciplining is necessary.

At first contact:

Approach A: *Tutor arranges to be outside the room when a class finishes, and buttonholes the student in the corridor: 'Look, this lateness has got to stop.'*

Approach B: *Tutor makes a point of arranging a time and place where they can meet and discuss the student's persistent late-coming.*

47. In writing, the difference between these two approaches may appear too subtle. Nevertheless, the consequences for the student's attitude to learning may be dramatically different according to which approach is taken. In Example 1, it is possible, following approach A that the student will be hostile and resent being 'shown up' in front of others, that the truth behind the situation will not emerge, and that the student's hostility will affect his/her future dealings with the tutor and his/her attitude to the college generally. In approach B, the student is not being pre-judged but is offered privacy in which to discuss what *may* emerge to be a sensitive issue behind the presenting problem of late-coming (eg. the student is exhausted by working early in the morning and late at night to earn money, as no-one else in the family is able to earn), and time to prepare for such a discussion.

48. Other tasks for tutoring in vocational preparation can also be approached in similarly contrasting ways, for example, as follows:

Task **NEGOTIATING**

Approach A	Approach B
Going through a pretence that choice exists where what is really happening is that students are being simply slotted into already existing courses within an 'off-the-peg' rather than 'bespoke' model.	*Being open with the student, explaining that the college has courses already designed which are not perfectly attuned to his/her needs; but also being willing to discuss the possibility that the student will be better served on another opportunity.*

Task **ADVISING**

Approach A	Approach B
A suggestion made to the student offered off the 'top of the head' and based on the promise that 'this is what I would do if I were you' – often ill-considered though well-intentioned, and based on out-of-date or irrelevant information (after all, the student is not the tutor).	*A suggestion made to the student after careful discussion ensuring that the tutor understands the real issue causing concern to the student, and that both student and tutor can recognise the valid but limited place for knowledge-based suggestions.*

Task **CONTRACTING**

Approach A	Approach B
Explaining that the student will be expected to . . . and if they don't they can be assured of the consequences which . . . will be none too pleasant . . . The over-riding sense is one of vagueness and threat, in terms both of expectations and of consequences.	*Exploring the student's hopes and fears for the course, helping to dispel the myths that may have been built up – that this course leads automatically to a job, etc.; stating clearly the expectations the course will have to the student, of attendance, punctuality, speaking up when they do not understand, etc; and also stating clearly what the course will offer.*

Task **ASSESSING**

Approach A	Approach B
A 'once-and-for-all' event, usually at the end of a course involving a pass/fail measure. This may be complemented by regular marks given by the teacher/instructor based on judgements which the student has not been invited to discuss or contribute to.	*A continuous process involving immediate positive and negative feedback on performance, and with opportunities to discuss and to make plans jointly for any remedial action that may be needed.*

Task **COUNSELLING**

Approach A	Approach B
Telling a student authoritatively how they must be feeling about an issue or dilemma – making assumptions based on supposition in order to short-cut the process, and forcing the student to work at the pace of the tutor.	*Encouraging a student to explore the issue at his/her own pace and in his/her own way – tentatively checking out the feelings behind the words, accepting the possibility of being wrong, and being able to put aside preconceptions.*

Task **REFERRING**

Approach A	Approach B
Informing a student that he/she should 'go and see . . .' because that's the person who deals with their type of problem.	*Being clear with the student that in order to help with the issue in question more resources are needed; checking out that the student would be happy with the idea of referral; and discussing whether the most appropriate person to seek the help is the student or the tutor.*

General comments

49. Traditionally many of the tasks described briefly above have been performed from an 'inhibiting' stance. Assessment is a good example: only recently has the concept of student involvement in a continuous review process been given real credence in education in general and in further education in particular. Other tasks in the list, such as counselling, have lent themselves more readily to an 'enhancing' approach. It is this that points to the potential conflict for a tutor in, for example, attempting at one point to make a final judgement on a student, while at the next helping the student to work self-directingly through a problem.

50. The opportunity provided by vocational preparation, however, is that it encourages each of these tasks to be performed from the standpoint of learning enhancement and increasing self-reliance. The tutor is, therefore, afforded a greater degree of consistency in his/her approach to students.

51. The tasks described here should not be seen as representing an exhaustive list, nor should it be inferred that each student will require every one of these tasks to be performed for them. The suggestion behind this analysis is that some care needs to be taken to ensure that these tasks are accessible to a student as and when the need arises. While tutors may take a prime responsibility for such accessibility, it is also clear that they will not themselves be able to perform all these tasks for all their students, and that they should not be expected to do so.

Example 2

A student enrols on a college course a few days after the course has started, due to pressure from home to go and do something *or get out for good. After a brief discussion, the careers office suggests that a general foundation course may be a relevant opportunity.*

The likely result of all this is a state of low commitment to the course: the student has not been involved in real *negotiation or contract-building, and may well feel resentment at the family ultimatum which led to enrolment.*

Several tasks may need to be performed to help this student overcome this low commitment:

(i) contracting *with the student in order to balance the requirements the course will make of the student with the student's expectations of the course;*

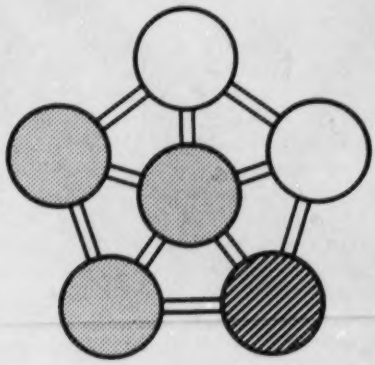
(ii) liaising *with the careers office to check out what level of negotiation was carried out and what general direction in terms of programme was discussed and agreed with the student; and*

(iii) counselling *the student to explore the feelings of resentment that may be expressed as hostility to other students or to adult staff members.*

In Example 2, it may be that the course tutor is in a position to be involved in all the tasks identified. Equally, however, other adult staff members and referral agents, such as the college counsellor, may be involved. It may be, for example, that the student gets on particularly well with one of the teachers, and during an encounter talks to him/her about the 'ultimatum'. Thus, the start of counselling may be with this staff member, with the possibility of subsequent referral elsewhere, if necessary.

52. The purpose of Example 2 is to reinforce the point that other people are involved in the process and performance of these tasks, and that some attention needs to be paid to the organisation of tutorial work with students so that the communication links between these various people are clear. This does not imply that what a student tells one person offering help should automatically be passed to every other adult who is potentially involved. Rather it means that the teachers, tutors, counsellors, careers advisers, supervisors and others need to be clear about each other's role and perspective, and to understand the framework from which each of them works, and the values each is likely to hold including, for example, those relating to the degree of confidentiality offered. This identifies a major element of a staff development programme in the area of tutorial work.

4 Values



Values

53. It has been emphasised that the tasks of tutoring, performed in what has been termed an 'approach B' manner, are more likely to promote a readiness to learn in a self-directed way in the student. If the examples analysed in the 'A' and 'B' model in para. 48 are analysed, it is clear that there are certain underlying values which are assumed to promote such readiness. Perhaps the fundamental ones are:

(i) *Openness*
The assumption is that people are more likely to accept, cope with and manage their learning opportunities and experiences if the dealings they have with those responsible for the management of the learning environment – that is, teachers, tutors, supervisors, etc. – are based on a willingness to share openly the relevant issues. In other words, the student is more likely to show 'readiness to learn' if the tutor has discussed the limitations of the course in terms of its capacity to meet the student's needs, rather than if the tutor has appeared unwilling to accept that the course has any such limitations at all. It is not intended to imply that such openness has no boundaries, and that the tutor has to discuss with the student every issue relating to the course. Rather what is implied is the need to *move towards* openness in relationships with students, inviting a reciprocal response from the students themselves.

(ii) *Equality of worth*
The second assumption is that students will be more ready to learn if they feel that their treatment by tutors is one characterised by equality in terms of basic human respect. In other words, while the tutor has expertise in terms of knowledge or skill, it is important to avoid allowing this to develop into an attitude which students will see as being one of 'I know more . . . so I am better than . . .'. The antennae of adolescents to adults putting them down in this way are finely tuned and highly sensitive, and many problems in adult/adolescent relationships seem to resolve around this issue.

(iii) *Trust*
Close to openness is the assumption that students will be more able to overcome any blocks to their learning if they are able to trust the tutor. The process whereby one person comes to trust another is complex, but an important factor in the case of student/tutor relationships can be the way in which the tutor handles any information the student offers. It is, therefore, vital for the tutor to consider his or her stance towards the issue of *confidentiality*. Students may well expect that anything said to a tutor will remain absolutely secret: if the tutor is unable to offer such an absolute undertaking, this issue needs to be openly shared, or the delicate building of trust will be seriously impaired.

54. The quality of the relationship between tutor and student is critical if the guidance-related tasks of tutoring are to be efficiently performed. Studies of the helping professions[4] have shown that such relationships are at their most effective when certain conditions or qualities on the part of the helper are met.

55. The first condition for an effective relationship is for the helper – in this case, the tutor – to listen attentively to what the student says, to take time to help to clarify what has been said, and not to pre-judge the student (eg. on the basis of appearance or past experience). This willingness to listen and not judge the student indicates an *acceptance* of the need for the student to explore and a *respect* for the worth of the student's own experience.

56. The second condition for an effective relationship between the tutor and the student is the tutor's willingness to try to appreciate how the student thinks and feels about the experience being related, and the tutor's capacity to communicate that appreciation and understanding to the student. Thus, if, for example, a student is talking warmly about his work-experience placement, the tutor needs to recognise the student's feeling of excitement and pride when the supervisor praised the work he has done, and to communicate this awareness to the student, 'I see you felt proud of that . . .'. This willingness and ability to check out and reflect the student's thoughts and feelings indicates that the tutor is trying hard to understand the unique world of the student – that is, to *empathise*. It recognises and respects the fact that while two people may share a similar event, they will each experience that event in a unique way, depending on a vast range of factors relating to their own personal histories.

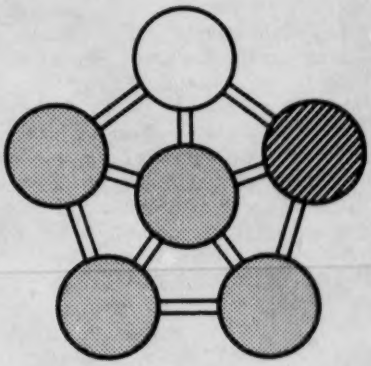
57. The third condition for an effective relationship between the tutor and the student is the tutor's ability to be as natural as possible, within the limits of his/her role. This may become evident, for example, when the tutor is prepared to admit his/her lack of knowledge to the student, rather than to sustain the myth that anyone who offers help

to another must necessarily know, or appear to know, all the answers. Such preparedness to disclose something of oneself (in Example 2, a lack of knowledge) indicates a willingness and ability to be *authentic* and *genuine* in the tutoring role, and demonstrates to the student the essential humanness of the tutor.

58. These core conditions of acceptance/respect, appreciation/empathy and authenticity/genuineness are the elements that will influence whether the helping relationship between a student and a tutor is sound. If they are present, they are likely to pave the way towards effective implementation of the guidance component of the various tutoring tasks identified earlier.

59. At the same time, it is important to recognise that tutors too are human, and that from time to time tutors may encounter a student they simply dislike, so impairing their ability to be of help. On such an occasion it is important for the tutor to ensure that the student has other people available; it may also be useful for the tutor to explore what it is about the interaction with the student that is 'getting in the way'.

5 **Skills**



60. A key section in any manual on tutoring must be a description of the skills that may be appropriately used by the tutor in helping the student. It is important to recognise that the same skills may be used in a variety of different ways. For example, in controlling a class, the teacher might use the non-verbal technique of eye-contact, looking fixedly at the cause of disturbance until it ceases; so too, in an interview with a student to explore a difficulty, the tutor may use eye-contact to indicate that the student is for the time being the centre of attention for the tutor. The point is that because the purpose of the two situations is different, the way in which the skill is performed and experienced will be different, too. In the classroom setting, the teacher may be concerned to exert his/her will over the class to bring order out of potential chaos. In the guidance role, on the other hand, the tutor is concerned with developing students' self-reliance, self-control and self-management, and, therefore, the values and qualities identified in Section 4 will be the foundations that will define the manner in which the skill is exercised. It is vital to recognise this difference, as in tutoring it is all too easy to use skills borrowed from teaching and other roles in inappropriate ways.

61. This said, however, the intention of this section is to encourage tutors to realise that many, if not most, of the skills identified are recognisably those already used in the tutors' roles at work, in their family lives, or in their leisure time. The hope is that tutors will use the skills identified here not as a daunting check-list through which to chastise themselves for failing to meet its demands, but rather as a way of identifying how the skills of helping others are *transferable* from one situation and setting to another. Thus the aim is to describe rather than to prescribe.

62. A mere list of skills is not sufficient to convey the complexity of the interaction between a tutor and a student. As has already been indicated, the purpose of the intervention, the qualities the tutor offers, and the values the tutor espouses, all blend together to influence this interaction. The list of tutoring skills has been borrowed and adapted from the literature on helping skills, in particular the work of Pietrofesa *et al.*[5] and Egan[6]. The skills relevant to tutoring have been grouped here under three headings:

1. *Multiple skills*
– where a series of specific skills can be identifiably related to one overall objective;

2. *Specific skills*
– where individual skills can be identified and used within a variety of tasks; and

3. *Ancillary skills*
– where the skill may not be related directly to the face-to-face work with students, and yet is a necessary adjunct to that work.

(1) Multiple skills

63. **(i) Attending**
This group of skills relates to the manner in which the tutor gives evidence of paying attention to the student. It is perhaps the most fundamental set of skills in guidance and in tutoring. Like many of these multiple skills, it appears almost too obvious to merit description. In day-to-day life, however, it is not difficult to cite instances of other people's inattention to us: for example, the doctor in a great hurry to finish a surgery, colleagues who have something on their minds, our spouse reading the paper while we try to tell them something important, etc.

64. Attending goes a long way towards meeting the need of the student to feel accepted and respected by the tutor. Attending skills can be divided into the following components:

(a) *Eye-contact*
The tutor looks at the student: not the fixed stare that tends to indicate battle is about to commence, but in a supportive way which indicates that nothing else is on the tutor's mind. The student may not keep in eye contact as the search for the right words or expression of feeling proceeds, but when he/she checks back to the tutor, there is nothing more disconcerting than to find the tutor apparently concerned with something else. It is important, though, to recognise cultural differences in eye contact, as in some cultures it is a sign of respect to avert one's gaze; the consequences of this may need to be explored with the student, and certainly will need to be considered by the tutor.

(b) *Posture*
A tutor indicates, by facing the student and by sitting or standing in a relaxed way, that the student is the centre of attention.

(c) *Head movements and facial expression*
Facial expression needs to be appropriately related to the emotional content of the interaction, and nodding at relevant times indicates that the tutor recognises the importance of the occasion and is attending to what is being said.

(d) *Suspending value judgements*
It is all too easy to be put off a person at first sight, by making a judgement based simply on appearance perhaps; the student then has to prove him/herself unworthy of that judgement ('You're guilty until you prove yourself innocent'). Expressions of shock and dismay ('You didn't say that to Mr. Brown, did you?') can block communication between the tutor and the student, often leading to the subsequent criticism, on both sides, that 'They did not understand'.

(e) *Avoiding or minimising distractions*
Often tutors are unaware of the ways in which their mannerisms – pen clicking, hair twirling, nose rubbing, etc. – tend to distract the student.

(f) *Distance and position*
How people position themselves can have a strong influence on how they interact, though again there will be differences here. In general, too much space can indicate more than just a physical distance. Inappropriate positioning can foster inattention. For example, the tutor who meets a group of students in a lecture room where the students cannot face each other is paving the way for failure if the intention is to encourage interaction and involvement amongst the students themselves.

65. **(ii) Observing**
If attending is evidenced in, primarily, the tutor's non-verbal behaviour, then the corollary to this is the way in which the tutor can observe and helpfully make use of the student's non-verbal behaviour. Observation of the student can provide a wealth of information to which a tutor may respond and which he/she can use in a way that can encourage and facilitate a student's self-awareness.

66. There are, however, pitfalls here to which attention needs to be drawn. People tend to see what they want to see, and often disregard evidence to the contrary. Thus, a student can be seen in very negative terms – rudeness to staff, lateness to classes, unruly behaviour, untidy appearance – and it can be quite a shock for a tutor to discover, perhaps on a residential weekend, the extent to which the student is concerned for others and the hard work he or she willingly exerts, for example, in helping put up tents, cooking, etc.

67. In addition, it is important to note that our culture emphasises communication through words, both spoken and written, and the skills of reading non-verbal behaviour are under-developed in many people, perhaps particularly in those who have had an academic training. This can seriously handicap our ability to make acute observations, and indicates a need for most of us to practise our observation skills.

68. Such skills have two main components: the recognition of a *behavioural* cue – a sudden smile, shining eyes, a shift of position – together with the drawing of an *inference* based on that and (perhaps) other cues. The latter can be approached in an open-ended way, as in Example 3.

> ***Example 3***
> Tutor: *'I have noticed that each time you describe the work you are doing in mathematics, you clench your fists and your eyes water . . .'*

The point being made in this example is that the two behaviours described – clenching fists and eyes watering – seem to indicate a conflict of feelings. They may indicate, for example, anger at the mathematics teacher, frustration with self, despair at ever being able to cope, or even all three. The use of observation can hopefully allow those feelings to be explored.

69. **(iii) Listening**
Perhaps the most precious set of skills that a tutor can offer a student, and yet perhaps the skills in shortest supply, are those of listening. Most people can only identify one or two people who are prepared simply to listen to them, rather than give advice or to say how 'when that happened to me, I . . .', which is usually more comforting to the listener than the person being listened to.

70. Listening is not easy. Firstly, it requires an ability to focus on a student without bringing into the interaction anxieties and thoughts that are related to the tutor's own life, either from work or from other areas.

Example 4

The tutor has a difficult class to take in an hour's time, and is unable to put aside thinking and worrying about that class.

Thus, in Example 4, if the anxiety is too great – in other words, if the tutor's need to focus on himself is stronger than the ability to focus on the student – it might be better, if possible, either to postpone the meeting, or at least to explore with the student the tutor's difficulty in focussing exclusively on the student's needs.

71. Secondly, listening requires an ability to listen to the whole of the message communicated by the student, rather than to select only bits and pieces. This point is illustrated in Example 5.

Example 5

A student is telling the tutor about his work-experience placement and what it involves. The tutor knows the purpose and work of the firm, and therefore, switches off for a few moments. The student goes on '. . . and she slammed the door in my face . . .'. The tutor is left vaguely recognising the student's feeling of rejection but is not sure how it has emerged from the discussion on the placement and whether it is a significant cue to pick up.

Such sustained focusing on and listening to another person is very demanding and tiring, despite the not-uncommon myth that people who get paid for spending time listening to others have landed themselves a soft option. (This issue of the demands made on a tutor is picked up later in the staff-development section of the manual.)

72. Thirdly, listening requires the ability to be alert not just to the words being expressed, but also to the feelings infusing the words, since it is the combination of words and feelings that will help the tutor to understand the importance that is attached by the student to the issue concerned. Thus, at face value, Example 6 implies that the student, having had other aspirations, is now ready to take anything that turns up.

Example 6

A student is talking to the group about her hopes for the future, after the course at college has ended.

'You know, I don't really care about what I do next . . . I'd always wanted to work outdoors with animals . . . but it really doesn't matter to me now . . . at the moment, anything is better than nothing . . .'

It may not, however, be as simple as the words suggest; the student may be expressing disillusionment and sadness or perhaps resignation. The tutor might infer that the student means that the situation is simply one to be coped with, that the aim is to survive, that life obviously does not offer people a chance to be what they want to be, and that this is accepted. Alternatively, the tutor might infer that the student is depressed and needs help.

73. The ability to draw such inferences accurately has been called 'listening with the third ear'. This implies that such nuances of meaning are just not 'heard' but are picked up by a mixture of the senses, including, very importantly, 'gut reaction'.

74. **(iv) Responding**

What the tutor says to the student in response to anything the student has said, or indicated non-verbally, is critical. Any inferences the tutor may make need to be recognised for what they are – inferences, not facts – and thus need to be checked out before being explored or discarded. The main skills of responding can be divided into two groups: those of responding to content and to feelings:

75. (a) *Responding to content*

This is a response where the tutor picks up and reflects to the student in some way the essence of the content of the

Example 7

Student: *'The difficulty is getting from my special mathematics group which doesn't finish until 11 o'clock and is on the top floor of A Block, to joining the rest of the group for the bus that is supposed to leave for the sports centre at 10.50.'*

Tutor: *'So there is a real timetabling problem for you here.'*

Student: *'Yes, because I get blamed for being late and holding everyone up, yet I can't leave the maths group early because the teacher reckons I should stay 'til the end . . .'*

student's story. The illustration in Example 7 seems banal in written form, but its intention is to communicate to the student crisply and clearly that the tutor has heard and understands the information that the student has offered.

The point of checking it out is that it gives the student a chance to clarify it where necessary, and to add to it where appropriate. The essential skills are those of recognising the central core of the information disclosed, and of summarising this information concisely and accurately. A possible pitfall is that, because it tends to elicit more information from the student, it can mean that the student and tutor get caught in the trap of exchanging information in a fairly superficial way, and are unable to get through to possible underlying issues.

76. (b) *Responding to feelings*
This is a response where the tutor picks up and reflects back to the student the feelings that the student appears to be experiencing. The usefulness of this skill is that the tutor can check out tentatively any inference made from the student's statement.

Example 8

Student: (from Example 6	*'You know, I don't really care about what I do next . . . I'd always wanted to work outdoors, with animals . . . but it doesn't really matter to me now . . . at the moment, anything is better than nothing . . .'*
Tutor:	*'You say you don't care about what happens to you next, yet I sense that you're pretty unhappy about it.'*
Student:	*'Well . . . at school they used to say "Work hard and you'd get a good job" . . . but that isn't true . . . I know lots of my friends who . . .'*

It may well be that the tutor is incorrect or only partially correct, because the level of recognition and articulation of feelings in our culture in general, and our educational institutions in particular, tends not to be very high. The benefit of using such a skill is that the student feels understood, and recognises that in the interactions between tutor and student a concern with feelings is an accepted part of the currency of exchange.

77. The skills of responding to content and feeling are the prime ways of indicating that the tutor is attempting to appreciate and understand the complex world of the student, thus giving tangible evidence to the quality of empathy. These skills also help the tutor to avoid the trap of prematurely defining the issue presented – eg. the student's poor classroom work – as the root issue rather than as the indicator of a more important issue yet to be explored. In other words, the 'presenting' issue may not be the 'real' issue.

(2) Specific skills

78. **(i) Questioning**
This is one of the most ensnaring of all guidance skills, especially for a teacher. In classroom instruction the question-and-answer session is a mainstream activity, in which the teacher usually knows the answers and, therefore, the questions are chosen skilfully to lead the student to the 'correct' answer. In tutoring, on the other hand, the tutor is unlikely to know what the answer is. Hence, questions which help exploration are more helpful than questions which provide only for one or a restricted set of answers. It is important, however, to recognise that students often expect the tutor to ask questions which lead to known answers, and that they may well be initially confused by the tutor's use of questions that can elicit a variety of responses, all perfectly valid or 'correct'.

79. Tutors need to avoid the over-use of questions, and to recognise that their main use in the guidance component of tutoring is to provide opportunities for students to respond openly. Questions such as 'Do you like college?' have limited use; to elicit the information that will help the student rather than the tutor, 'What do you like/dislike about college?' would be of much greater value.

80. An alternative way of viewing the issue of questioning is to consider who is the primary agent in tutoring. If restrictive or closed questions are asked – eg. 'You haven't been working hard, have you?', to which the correct answer may be 'No' – the focus remains firmly on the tutor to work out what to say next. If, however, a more exploratory question is asked – eg. 'What part of the work do you find most difficult?', to which there are a variety of answers – the focus is on the student, and the tutor is released from the pressure of thinking of the next question to ask. Many

tutors, especially those new to the role, find that the pressure to know exactly where they are going is quite unbearable. Thus, tutorial sessions which really need time for exploration often end after a few minutes, with neither tutor nor student feeling very good about the outcome.

81. Another pitfall in the use of questioning is the tendency to ask more than one question at a time. Many people engaged in this type of work, partly due to the pressure identified in the previous paragraph, find themselves asking a question, which fails to elicit an immediate response, and, therefore, asking a supplementary, or two. The skill of a good question is that it encourages a student to think before answering. The need for this thinking time addresses attention to another skill in the tutor's repertoire, managing silence.

82. **(ii) Managing silence**
Perhaps the most productive silence in tutoring is that when the student is taking time to consider what has been explored. But this requires the tutor to be comfortable with the silence, and possibly to extend his or her usual 'silence threshold' – that is, his or her ability to sustain silence. The tutor needs to try to be aware of the nature of the silence and its cause, and then, if it seems to be one in which the student is 'working', to allow it to run its course without anxiously breaking in to 'put the student at ease'. This sensitivity to the atmosphere of the tutorial session requires the tutor again to use all available 'antennae', especially those of eyes, ears and 'gut reaction'.

83. **(iii) Appropriate timing and pacing**
Knowing when to avoid breaking into a student's exploration is one indicator of the skill of appropriate timing. Not everyone works at the same pace; for example, the tutor may talk and think quickly while the student talks and thinks more slowly. At a time when the student is being encouraged to explore issues, it is appropriate to work with a slower, more reflective, pace than when the student is perhaps simply giving information on courses studied, home address and so on. It is, therefore, important for the tutor to be flexible in relation to pacing.

84. **(iv) Awareness of emotional attachment**
Most teachers will recognise the young person who develops a particularly close attachment to them; they are always there at the end of the class, always seem to need to talk and be with the teacher. This closeness of relationship can also find expression between tutor and student, in both directions. It can be evidenced, for example, by a tutor's reluctance to refer the student elsewhere because 'Nobody else can do as much as I can – all that can help the student is my continued support'. It is important for a tutor to recognise the ease with which all people can fall into a trap of 'being needed', and to realise that this might prevent the resolution of issues that the student needs to work through.

85. **(v) Identifying themes**
In working with students in a tutorial role, it is often the case that themes tend to emerge and re-emerge, though perhaps in different guises.

> ***Example 9***
> *A group of students meet to talk about their progress through the course. Their initial reaction is to go along passively with the discussion, but avoid talking about anything important – 'Oh, it's OK'. When pressed to talk about particular elements of the course, they say 'Everyone asks us about the course . . . Discussions in this group are always like this.'*

Thus, the negative and even hostile flavour of the passivity in Example 9 can give the tutor some evidence to work on in terms of identifying an underlying theme. For example, if the group gets on well while they are on their own, without a teacher present, the theme may be that of 'Can you trust authority figures?'

86. **(vi) Personalising**
This refers to the skill of helping students to talk about themselves without hiding behind, for example, a generalised 'they'. For instance, 'Everyone knows that parents never understand you' may not be correct as a general statement, but indicates a belief that the student's own parents do not understand. To help the student focus on the personal meaning behind the statement is important, and can be done by asking the student to re-phrase the statement, referring to 'I' or 'my' instead of 'everyone'. Helping students to speak for themselves is an important tutorial skill, as it helps them understand, for example, what their own beliefs and values are.

87. **(vii) Target-setting**
Tutoring, as described here, is task-oriented, and, therefore, one of the skills of the tutor is to be able to help a student to make plans, to set targets and goals, and generally to translate talk into action. The target for each student will obviously depend on the task. For example, in a tutoring session focussing on monitoring, it may be discovered that the student has real difficulties in basic reading skills. If it is agreed that the target is to improve such skills, the tutor and student may work out together the most appropriate steps required to meet this target.

88. **(viii) Immediacy**
This is a skill that uses the tutor's sensitivity to the immediate dynamics of the interaction. For example, a student might be describing, tentatively and hesitantly, the difficulty of getting on with someone – for instance, with a supervisor on a work-experience placement. The very way the student describes the difficulty may exasperate the tutor – 'Why can't he tell me exactly what the problem is?' This experience of exasperation that evolves from the interaction between student and tutor may be exactly the same experience that others working with the student face – for example, the supervisor. To be able to express this experience to the student in a constructive way may be a very productive use of the tutorial session. Thus, the tutor might say 'I find myself getting frustrated – I am not sure exactly why – perhaps it is because you seem to be skirting around what you really want to say . . .'.

89. This form of response illustrates what is often referred to in the jargon as using the 'here and now', and is particularly important as, in the example given, it provides a rare opportunity for the student to get feedback in a safe setting, enabling – if wished – something to be done about it. The skill also indicates the importance of the tutor being prepared to disclose some of his or her own thoughts and feelings to the student. Such self-disclosure is an important indicator of the tutor's authenticity and genuineness.

90. **(ix) Confrontation**
This is a skill that can be used by a tutor to identify and explore with the student any apparent inconsistencies or conflicts in his or her expressions or behaviour. It differs from the day-by-day use of the term 'confrontation', which often evokes the imagery of anger and aggression. Confrontation in tutoring needs to be not aggressive but assertive, and in some ways is a combination of the 'observing' and 'immediacy' skills identified earlier as in Example 10.

> ***Example 10***
> *'I remember that you said how much you like reading, but you have just said that you never read anything at all'.*

The purpose of confrontation, as with all the skills identified here, is to aid students to be more aware of themselves and thus increasingly to take charge of their own development.

(3) Ancillary skills

91. There are several other skills that tutors may use surrounding and supporting their work with students. The two discussed here are those of record-keeping and self-evaluation.

92. **(i) Record-keeping**
Students will inevitably have some records kept on them, and the issue for tutors is to what *extent* their work with students should be recorded. The answer to this is not simple; tutors have a variety of roles to perform, as discussed in Section 2, which will involve access to records and even responsibility for recording achievement and progress. Two crude rules-of-thumb in record writing may well be 'Can I stand by what I say?' and 'Am I prepared to discuss what I've said with the student?' Certainly verifiable information (eg. 'She is often late') has a stronger claim to a place in a record than does opinion (eg. 'He is unmotivated'), particularly if such a record is to be accessible to others. Issues that need to be considered here include: 'Why are records kept?'; 'What is contained within such records?'; 'What system is it most appropriate to adopt?'; and 'Who should have access to such records?' Such questions need to be carefully considered and discussed within any college or scheme.

93. **(ii) Self-evaluation**
Tutors need to be prepared to evaluate their own performance and skill, putting themselves in the position

their students are in – as learners. There are many ways in which such self-reflection can be achieved, some of which are described in Section 8 on staff development. But the essence of evaluative processes seems to be:

* increased awareness of what the role of the tutor entails and the ways the role can be performed;
* support to share information about tutoring and its skills between tutors; and
* training to develop existing skills and to learn new skills.

94. Issues, such as those of record-keeping and self-evaluation, also identify the need for discussion within a college of a wide range of issues relating to tutorial work with students. These may include the need for a common form of student profile and an agreed procedure for how it is to be used[7]. Such discussions will also need to include the tutors' links with the work of counsellors within the college and with careers officers, probation officers, etc. outside the college.

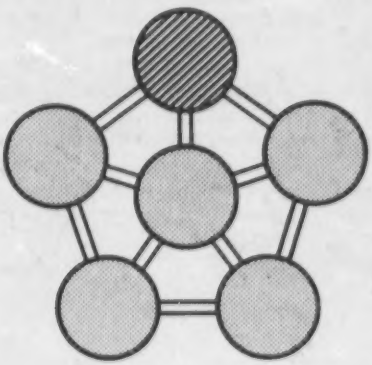
Summary

95. This section has discussed a range of skills available for use by the tutor in performing the tasks appropriate to the stages of the student's progress through an opportunity. These skills have been grouped as follows:

Multiple skills	Specific skills	Ancillary skills
Attending	Questioning	Record-keeping
Observing	Managing silence	Self-evaluating
Listening	Appropriate timing and spacing	
Responding	Awareness of emotional attachment	
	Identifying themes	
	Personalising	
	Target-setting	
	Immediacy	
	Confrontation	

The purpose of the section has been to encourage tutors to recognise skills they already use, to identify new skills to add to their repertoire, and to consider the most appropriate use of such skills within their tutorial role.

6 Settings



Settings

96. Referring back to Section 3, the methods most commonly used by tutors in their work with students are those of individual work (the interview setting) and group-work (the group setting). This section contains a discussion of those two settings, and attempts to identify approaches that may be useful, additional skills that may be worth exploring, and the dynamics that are particularly noticeable in each setting. In a resource manual of this kind, the issues can only be covered in a sketchy way. For detailed consideration of some of these issues, some recommended reading is suggested in the appendix (Resource Sheet 7).

97. In addition, the section will conclude with a discussion of organisational settings in which the tutor works with other adults – that is, working *for* rather than *with* the student.

(1) Group settings

98. For most tutors this is the most familiar setting in which they meet the students for which they have a tutorial responsibility. Often the group setting, apart from when it is a particular subject class, is used for administrative purposes – giving out notices, arranging the details of visits, etc. Sometimes it is used for little else. The argument of this section is that such limited use of group time, while no doubt useful, does not realise the full potential of the group for meeting successfully some of the tutorial tasks identified in Section 2. The group can be a valuable means of helping students to empower themselves and each other to manage the issues related to each stage of their progress.

99. The subject class or workshop taught in a traditional didactic manner is a collection of individuals gaining knowledge or skills. Such a class is *not* a group; it only becomes a group when the acceptance that each student is engaged in a common purpose is legitimised in the group's activity by, for example, encouraging the students to help each other. In some practical or participative approaches to teaching – for example, in drama, or social and life skills programmes – such a process is often legitimised by the teacher, and exercises are set up that require group interaction for their successful completion. In other subjects, an essentially individualistic approach is encouraged, and opportunities for group interaction are played down or discouraged.

100. In vocational preparation, as has been argued earlier, students are likely to experience blocks to learning that require sensitive tutoring if these are to be overcome. These blocks are likely to emerge within class contact time, and the degree to which the subject tutor attempts to help students deal, say, with the processes of induction and experience within that time indicates the way in which he or she may find the use of group-work appropriate.

> ***Example 11***
> *(a) A group of students is in a workshop. Due to the danger of long hair getting trapped in machinery, one of the lads has to wear his hair tied back, or wear a cap. There is much supposedly good-natured ribbing about this, until several pointed comments are made regarding the hair-styles of other members, including racial differences . . .*
> *(b) In a science class, one or two students start to question the value of a form of learning that can end in manufacturing weapons for use in annihilation. A great deal of antagonism between factions becomes evident . . .*
> *(c) In a maths class, a few students are finding real difficulty in coping with the work and start making comments like 'Well, what's the point anyway, who needs it. . .?'*

101. A variety of other possible situations are presented in Example 11. In each of these situations, the tutor could use a variety of strategies. The suggestion being made here is that if the tutor decides to explore the issue with the *whole group* rather than with just the students most centrally involved, then the tutor will be engaging in the process of group-work, and the discussion that follows will be pertinent.

102. Groups can meet for at least the following purposes:
(i) to help individual group members work through personal issues and themes that are relevant to or shared by other group members *(individual-oriented group)*;
(ii) to help individual group members to work together on a shared and understood group goal *(work group)*; and

(iii) to help individual group members to understand the processes and dynamics of a group by exploring the way the group itself works *(process group).*

Some groups will aim to focus essentially on one of these categories: a 't-group' will primarily meet to understand group processes (process group); a team in a residential setting may be oriented towards a common goal (work group); a discussion group will encourage each member to arrive at his or her own conclusion about the issues in question (individual-oriented group). The reality, however, is rarely as tidy as this and all three purposes can be evident in a group at any one time. In all groups, the processes or dynamics of the group will affect the way the group tackles the task, and individuals commitment to that task will affect their involvement and learning.

103. All three strands, therefore, need to be considered by the tutor in working with a group. Nonetheless, perhaps the most valid and obvious purpose of a group in tutoring in vocational preparation is that it offers a chance for individual students to work through the issues and themes relating, say, to the stages of *induction* and *experience*, alongside other students who are also working through these stages. Therefore, the *primary focus* of the group is likely to be that of the 'individual-oriented group'.

104. The tutor's task is to manage and structure the group's work – for example, by the use of a group exercise – so that the students are able to work through some of the key issues and themes identified. A brief description of a first meeting of such a group might help to describe this and also to identify where the other themes, relating to the dynamics of the group, are likely to emerge as significant.

Example 12

A group of twelve students has just arrived on a college course, and the tutor is meeting them as a group for the first time. The tutor recognises that the stage the students are in is that of induction: they need to become oriented to the new world of the college in general and the course in particular. The tutor intuitively predicts that the issues that will be most relevant to the students will include those of 'Who else is here?' and 'Why are they all here?'

Thus, in Example 12, the procedure followed by the group might be as follows:

(i) the tutor meets the students and introduces himself to them, including a brief history of his background;

(ii) the tutor invites each student to introduce themselves briefly to two other students, at a level at which they feel comfortable – perhaps including what they have done since leaving school;

(iii) each group of three students discusses what they hope to get from the course;

(iv) the tutor brainstorms* these hopes, and identifies themes and issues from what has been said. He also identifies his own hopes for the course and for the tutorial work of which this session is part; and

(v) the tutor recognises that while the groups of three now know each other a little better, they may not know the rest of the group, and some form of 'name game'** is used.

There are a number of issues woven into this example that are worth unravelling:

105. Firstly, the tutor identifies that while each student may already have been interviewed individually, they are unlikely to know each other. The setting for all of them is unfamiliar. Therefore, the issue of 'Who else is here?' will inevitably affect the progress of the group. Accordingly, it must be attended to. Having thus used an identifying-theme skill (see para 85), the tutor goes on to use a structuring skill, introducing an exercise that will help the students start talking to each other within a working setting, rather than informally (eg. over coffee later) where individual first impressions are less likely to be explored.

106. Secondly, the tutor suspects that an additional question which will be underlying the work of the group will be 'Why are we all here?'. He accordingly sets out in the second stage of the exercise to encourage the students to explore their hopes for the course, thereby identifying some of the answers to that question. He divides the group up to talk in twos and threes because it is essential that *each* student be helped to address the induction stage issues individually. In addition, many students will find it

*Brainstorm – a term used to denote the activity of collecting as many ideas as possible from a group, without evaluation or discussion.

**Name game – a game used to help group members learn each other's names and to introduce each person to everyone else. (For examples, see the final section of Resource Sheet 7 in the appendix.)

easier to talk in a small group than in the whole group, where one or two people are likely to emerge as the group 'talkers'.

107. Thirdly, the tutor takes part at appropriate stages of the session, particularly in the introduction and at the 'hopes' stage. This indicates that he is performing a different function from that of a transmitter of knowledge or a trainer of skill; instead, he is involved in the process of the group. As such, failure to disclose something of his own work and expectations will encourage students to avoid such self-disclosure themselves. This sets the beginnings of a contract for what can be discussed inside the group.

108. Thus, the tutor is using the session in an 'individual-oriented group' way to assist in the individual students' induction, while also paying attention to the dynamics of 'who' and 'why' which are essentially 'process group' issues.

109. The use of structured approaches in the way described in this example is particularly useful for tutors and can be used within subject classes or in more general tutorial-group settings. From the group's work themes will emerge, and exercises can be constructed to encourage students to explore and possibly resolve them. The themes may include those related to study skills, to skills of working with others, skills of finding a job, etc.; additional suggestions might come from the group's own other experiences.

> ***Example 13***
> *A tutor is met by one of the students in tears due to the persistent bullying of other students in the group. What does the tutor do?: support and care for the student being bullied?; use sanctions/ punishments against the main culprits?; find a way of changing the aggressive, scapegoating climate that seems to have developed in the group?*

110. An example is the issue of bullying presented in Example 13. All too often the first two strategies named in the example (that is, supporting and caring for the student being bullied, and using immediate sanctions against the bullies), highly necessary though they may be, are the only ones adopted. The tutor fails to do anything about the climate, and ends by adopting a threatening posture – 'If you do it again, there'll be trouble' – which tends to become a self-fulfilling prophecy.

111. It is possible in this example to conceive of ways in which, when the heat of the moment has cooled and when specific remedial action in terms of support and sanctions has been taken, a sensitive tutor might introduce the issues of bullying, aggression, scapegoating, putting another person down, etc., into a group tutorial. It is, after all, a problem that relates to the *group;* some of the group members may not have been actively involved in the bullying, but they are sure to be aware of it, and perhaps not a little concerned about the whole thing. Therefore, a careful introduction, followed by a staged series of exercises exploring the issues of aggression, assertion, passivity, negative emotions, and roles group members play would all be relevant, not as a subtle way of telling the group off, but as a means of helping students understand more clearly what is going on.

112. This developmental approach, using incidents in a positive, planned way, is particularly useful in tutoring. There are many examples of exercises designed to help such an approach, including some from resource materials relating to social and life skills, drama, health education, etc. A list of some of these resource materials is to be found in the appendix (Resource Sheet 7).

113. With any exercise used in this manner with students, it is vitally important that adequate processing time is allowed. In an earlier FEU document[8] the importance of time to review any experience, in order that learning might be enhanced, was stressed; in this type of work particularly, such review time is essential, and can often take as long or longer than the exercise itself. In such ways the inherent tension between the needs of individual students on the one hand, and of the group on the other, can be explored, and strategies adopted to make that tension bearable.

114. **Group-work issues**

As has already been said, the tutorial skills described in Section V are all relevant to work with groups of students. There are, however, additional issues that the tutor as group-worker will need to take account of:

(i) *Interaction between students*

The tutor, as has been made clear in the examples given, needs to pay attention to and be aware of the interaction and relationships between students in the group.

(ii) *Selection of appropriate vehicle*

The tutor, having identified appropriate themes, will need to

translate those themes into exercises or other appropriate structures that will assist the individuals in the group to work on them.

(iii) *Encouraging the participation of the group*
Various structures and exercises can be employed which encourage all the group to participate, while allowing the right of members to remain silent if they so wish. The issue of silence in a group may indeed well be an appropriate theme for the group.

(iv) *Controlling without manipulating*
If the tutor works within a value system that encourages openness, then structures and the reasons behind them are likely to be explored. Though the experience may be controlled, the students are unlikely to feel manipulated. Manipulation seems to be closely associated with lack of trust, and lack of trust may be rooted in a lack of genuineness and authenticity on the part of the tutor.

(v) *Fostering a constructive and conducive atmosphere*
The climate of a group is a mysterious yet influential factor. It again at least initially depends very much on the tutor modelling the desired behaviour. For example, if the tutor is sarcastic, the students are likely to be cruel too.

(vi) *The physical setting and size*
Groups that meet in educational institutions are often under a serious disadvantage, because most of such institutions are physically designed on the assumption that one teacher will be working with 30 or more students. It is important to have space that is reasonably private for the group to work in. If, for instance, the tutor expects group members to use role-play, then to have it working at the back of a publicly-visible hall is to abort the session before it has started. If the group tutorial is considered important, then this fact must be reflected in an appropriate setting where chairs, uncluttered by desks, can be arranged so that students can see each other's faces. Groups of around 12 would appear to be ideal for group tutorial work of this kind: this size encourages participation, and allows the tutor to concentrate on facilitating individuals' learning without being overly concerned with issues of group control.

(vii) *The management of discussion*
In order to consider the issues arising from the structure of the group, a tutor needs to have the ability to understand how to conduct discussion, how to allow students to have their say, and how not to feel obliged to impose his or her own values, beliefs, or opinions on the students. Some tutors consider that they should apply the rules of academic seminars by challenging students and by imposing their own views to encourage students to challenge them in return. But, in vocational preparation the tutor may well be faced with a group of reluctant or resistant students who are not likely to be highly articulate. Thus, to challenge and impose views at an early stage may be seen not as a legitimate part of the 'game', but rather as the patronising behaviour that it all too often is. Another danger for tutors is to fail to recognise the inevitable and important boundaries around their role and to fall into the trap of trying to be 'one of the boys'. Being a group-worker has important responsibilities, and one of those is to maintain clarity about the relationship between the tutor as manager of learning experiences and the student as learner.

(2) Individual settings

115. For many tutors, the individual setting is the setting with which they feel most unfamiliar; for others, it is the most common means of accomplishing their tutorial tasks. Often the individual interview is brought about by the tutor's need to see the student to discuss progress, identify issues, and so on. The argument of this section is two-fold:
(a) that by paying attention to the tutor's existing individual work with students, and developing and extending his or her skill repertoire, students may be encouraged to see the tutor as an available source of help who can be freely approached; and
(b) that each student warrants the right of individual access to a concerned and interested adult who is prepared and able to help that student to meet, cope and manage the issues related to being on the course, and associated with the stages of selection, induction, experience (including assessment), and transition.

The skills of tutoring identified in Section 5 are all very apposite here, and will not be elaborated further. Instead, attention will be focused on the physical setting, and the phases of a tutoring interview.

116. **(i) Physical setting**
As with group-work, the right to privacy is a very important consideration in individual work. Students are unlikely to feel at ease discussing issues related to themselves if the

discussion takes place in a snatched meeting in a corridor between classes. This does not mean there is no place for such 'brief encounters'; they can be useful to make an appointment to meet, or to check on progress since last meeting.

117. Privacy implies a private location. Although few tutors have the luxury of an office, it is desirable if at all possible to find a space where distractions and interruptions can be minimised, if not completely obliterated.

118. It is also important for both student and tutor to know what the time constraints are for the session. In group tutorials, negotiation over time is usually not necessary, because the institution 'thinks' in terms of particular units (eg. single hours), and the staff and students have been 'conditioned' by them. In an individual setting, such external conditioning usually does not apply, and it is very easy for the student to assume that the tutor has 'all the time in the world'; indeed, some tutors may even say that, when it is blatantly not true. Therefore, the boundary of time around the interview needs to be fixed at the outset, and adhered to – there can always be another meeting. The structure that this gives can offer support both to tutor and student; both are likely to be more relaxed, and more is likely to be achieved.

119. It is preferable for both participants to be physically comfortable both in terms of the quality of seating (although it is often a case of 'making do') and also in terms of the direction they are facing. There is nothing worse than realising that a cricked neck is developing! Such small matters can be surprisingly significant in practice.

120. **(ii) Phases of a tutoring interview**
It is possible to identify a series of phases through which a task-oriented tutoring interview is likely to pass. It is important to recognise that in practice these phases are not as clear as they may appear on paper, and that some interviews miss out on some of the phases altogether. They are identified here not as a check-list to be followed slavishly but as an aide-memoire to assist understanding of the process involved.

121. (a) *Establishing a sound working relationship*
In this phase, the tutor strives for rapport, puts the student at ease, sets clear boundaries of time and space, and generally attempts to foster clear communication, thus helping to build the contract for the meeting.

122. (b) *Defining and exploring the nature of the task*
Here the tutor and student consider the variety of issues that they may need to deal with – in other words, to establish 'Why are we here?' Since much tutorial work initially takes place at the request of the tutor, this issue of being clear of what the task is has vital significance: if it is not resolved, such tutorial work can easily fall into the trap of being seen as manipulative ('We are here for the tutor's purposes') rather than enhancing ('We are here to assist the student').

123. Example 14A illustrates this point.

> ***Example 14A***
> *The tutor has determined that a particular student's performance has fallen in a number of subjects, apart from catering, and decides to take time to explore this with the student. The primary task being performed here is one of 'monitoring'. The tutor sees the student after a class, briefly explains the purpose of the meeting she wants to have, and arranges a time and place.*
> *At the interview, the situation is briefly described from the tutor's perspective: that the student's work is in decline in several subjects, except catering; that the tutor is concerned that this is happening and would like to help work it out if necessary; and that she would like to invite the student to say what has caused it and whether it is causing concern to him.*

The student has had little real choice about being present at the interview, and may counter with 'It's no business of yours'. Hopefully, however, the tutor's careful approach will encourage the student to be as open as possible about the situation, reflecting the openness of the tutor. There are, after all, a variety of possible reasons for the drop in performance, and if the student's initial resistance has been overcome, the tutor will be able to attend to the reasons as stated by the student (see Example 14B).

Example 14B

Possible reasons for the student's decline in performance include:

(i) *'. . . I just can't seem to keep up with the rest in other subjects . . . I don't like the other teachers very much . . .'*

(ii) *'. . . Well, I've got this offer of a full-time job starting next month in the cafe where I work part-time . . .'*

(iii) *'. . . I dunno, nothing seems to make any sense any more . . . what's the point, anyway. . .?'*

In the case of (i) and (iii), the exploration might involve the student and tutor in gaining greater insight and understanding of the situation; in this case, the skills of responding to content and feeling, and of identifying themes, may be particularly useful. In the case of (ii), a move to the next phase might be immediately called for.

124. (c) *Exploring the consequences of the various options available*

For each option available in a given situation, there are likely to be both beneficial and costly consequences. In the case of response (ii) in Example 14B, the consequences of relying on the promise of a job next month may be that, if the job falls through, the student might be too far behind to make up the work on his present course, and therefore, might have wasted an opportunity. There are other options available to the student: e.g. continuing with the course, on the basis that other components of it could be useful; or checking with the cafe and getting 'something in writing'. Each of these options similarly may have consequences for the student, that will need to be taken into account.

125. The focus of this phase is, then, on identifying the range of options available, both for the student and for the tutor, and on discussing the consequences of each, including the effect that each option might have on the student's relationship with parents, friends, etc. The 'options for the tutor' include *referring* the student to a more expert helper: for example, response (iii) in Example 14B may indicate a depressed student who might usefully be referred to the college counsellor. They also include *liaising* with other members of staff – for instance, where the problem the student experiences is one of low levels of literacy, and a joint recognition by teaching staff of the student's difficulty could be helpful. Both these options describe tasks performed 'on behalf of' the student rather than tasks performed 'alongside' the student; some issues relating to this will be picked up later in this section.

126. (d) *Helping the student make a decision*

This is the crux of the matter: since the aim is to promote self-reliance, it is important for the student to have the strongest possible say in any decision, not only in terms of what the student him/herself needs to do, but also in terms of agreeing on any actions to be performed by the tutor. If the option of referral is suggested, for example, the student should agree to the validity of such an option, after considering it alongside other options, before any action is taken. Many students need help in this process of deciding, and here again there is a possible link back to group tutorials where individual goal-getting, action-planning, and choosing skills can be explored and practised.

127. (e) *Assisting the student to take the agreed action*

This includes offering support and follow up where appropriate. The purpose is to encourage the student to take action without feeling isolated in so doing. The tutor can help by encouraging the student to map out the steps to be taken and to attach clear time checks to each step. Follow-up can be through brief informal encounters, but also through specific follow-up meetings to see how things are going.

128. **Discussion**

There is a danger of presenting these phases in over-neat terms, but the identification of phases is useful in suggesting the desirability of any individual tutorial having a clear *beginning* in which its purpose is clarified; a *middle* where some hard work, using many of the skills identified, is done; and an *end* where a sense of purpose, however limited, is achieved. It is also worth noting that as part of the closing phase of an interview, a simple checking question, such as 'Have we dealt with everything you wanted to say to me?', is useful. Many students leave from a tutorial having worked through some issues but leaving their main concerns undeclared, and the end of a session is often a time when such concerns will be expressed, if invited. These may then need to be taken up on a subsequent occasion.

(3) Organisational settings

129. The task of referral warrants a special mention because, as identified above, it illustrates a task in which the tutor works 'on behalf of', rather than 'alongside', the student. In the same way, the tasks of liaising, representing, and refereeing involve acting for the student, and some of the issues involved in referral are common to all these tutoring tasks.

130. If the tutor values openness, there is unlikely to be a major difficulty here, because the tutor and student will explore together the need for referral, liaison, representation, etc. The confidentiality of the information exchanged between tutor and student is then clearly negotiable, and is not absolute as is the case between lawyer and client, or priest and parishioner.

131. The need for the exercise of these tasks is usually indicated by a recognition that the issues posed by the student are too complex or are beyond the ability of the tutor to handle in isolation from the organisation in which both tutor and student work. An example is discussion regarding possible changes of course where the involvement of other people inside the college is required to implement such a change. The three issues that need to be borne in mind when working for a student in this way are described in the following paragraphs:

132. **(i) Knowing when to switch task**
This refers to the point at which the tutor realises that, to help the student, it may be appropriate to move into an 'acting for' stance through referral, liaison, etc. This realisation may stem from one or more of a variety of factors: a recognition of being out of depth; an acceptance that to continue to work alone with the student is an inefficient use of time; and an understanding that some students need long-term help to resolve their situation. There is, however, a danger in referring a student *too soon*, perhaps due to the tutor's own anxieties, as in Example 15.

> ***Example 15***
> Student: *'I don't talk it over with my parents . . . I never speak to my parents'.*
> Tutor: *'I don't think we should talk about that here: perhaps you should see the counsellor'.*

There is also danger in holding on to the student for too long despite being aware that there has been no move toward resolution of the difficulty, as in Example 16.

133. **(ii) Knowing who to involve**
This issue can be picked out of Example 16.

> ***Example 16***
> Student: *'I always feel better for just talking it over with you. I know nothing can be done about my getting more money . . . and it is a worry . . . But you are very helpful.'*
> Tutor: *'I am glad I can be of help . . . Same time next week?'*

The student with a money difficulty is unlikely to be helped by the tutor. To be able to work one's way around the national and local benefits scene is a skill in its own right, and it is important that the tutor has clear and easy access to a person possessing this skill, either within the college (eg. a welfare officer) or outside the college (eg. a 'friendly' officer at the local DHSS or LEA office).

134. It can be useful to establish a directory of such resource people (a possible outline of such a directory is included in Resource Sheet 1 in the appendix). Such a directory is particularly useful if the list of agencies is supplemented by the names of individual contact people within these agencies. To refer the student to someone is, in effect, recommending the student to trust that person. If the tutor has met the people and talked with them, it will be easier to make such recommendations with confidence; also, students are often more likely to follow up named people than impersonal agencies.

135. Knowing the contact person or the agency implies a knowledge of factors such as the value system on which their work is based, and the availability of the service. These issues are particularly important where outside-college referrals are to be made on matters of a personally sensitive nature, such as sexuality, pregnancy, etc.

136. **(iii) Knowing how to involve the other person or agency**
This involves a recognition that it may sometimes be more appropriate for the tutor to seek help than for the student to

be simply 'moved on'. The advantage is that the other person or agency becomes a resource to the tutor, enabling the tutor to develop his or her skills and experience, rather than using the agency simply as a one-off resource to one particular student. It is an approach that may be particularly relevant within college, and it can be useful in terms of achieving supervision and support for tutors.

137. It is also important to understand that the tutor's own values may colour the range of referral agencies and contact people the tutor is prepared to recommend to the student. For example, a tutor may think a particular college counsellor is a 'trendy lefty' and may refuse to refer students to him or her. The result may be that the students do not get the help they need.

138. All these issues are related particularly to the tasks of referral and liaison, but they are also relevant, as was stated earlier, to all those tasks where the tutor acts on behalf of the student – in boards of studies, disciplinary hearings, courts, etc. The ways in which tutorial work, if it is to be effective, impinges on the work of the organisation, will be picked up in Section 8.

7 The Sum of the Parts

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The Sum of the Parts

139. The component parts of a guidance approach to tutoring have now been explored. It is hoped that these parts can be brought together into a mutually dependent whole, enriching rather than splitting the role of the tutor. The complete model is shown in Figure 3.

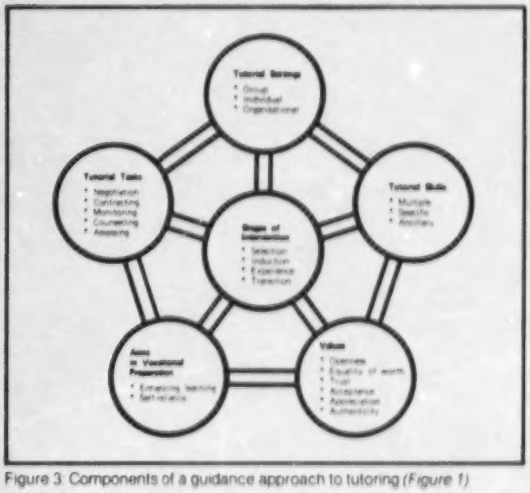

Figure 3: Components of a guidance approach to tutoring *(Figure 1)* revisited

140. This systematic approach hides to some extent the complexity of the issues within each component part, and the resource manual has only been able to explore each component at a superficial level. The whole system will not work to maximum effect unless all the parts are in sympathy with each other, so that the tutor's role become a 'gestalt', the whole being greater than the sum of the parts.

141. Inevitably readers will have different reactions to the content of this resource manual and to the role envisaged by it for the tutor in vocational preparation. This chapter attempts to identify and respond to some of the major objections readers might have. The intention is that these objections might provide a way of stimulating discussion between approving, sceptical and critical tutors within vocational preparation programmes in colleges and other agencies.

142. Example 17 is a stereotype, of course, and yet combines a number of issues or objections that many people may feel to one degree or another. Unravelling it gives an opportunity to explore some commonly-held misconceptions and areas for continued debate.

> ***Example 17***
> *'Look, the lecturers are here to transmit what they know to the students and to give the students the benefit of their experience. My role as tutor is to make sure that the students are able to learn from this. But I really cannot see what I can do if a silly girl of 16 goes and gets herself pregnant while on my course . . . Anyway, we didn't have any problems until we had a student counsellor. . . .'*

143. '. . . *to transmit what they know to the students . . .*'

It is implicit in this manual that in vocational preparation this is simply not enough: the teacher is engaged in a contractual relationship with partners – the student, the college, the careers service, the employers and all those responsible for negotiating the student's 'bespoke' curriculum. Such a process indicates a role for the teacher which is wider than that of 'transmitter of knowledge', and includes some of the tasks identified in Section 3, all of which have a guidance, helping or facilitating-learning aspect.

144. '. . . *to give the students the benefit of their experience . . .*'

Of course the teacher's and tutor's experience is valuable – but mainly to that teacher or tutor. Few teachers can have really experienced what 16-18 year olds are undergoing at present, and to present their own experience on the unexamined assumption that it is relevant is likely to be seen as patronising and distancing. 'Giving of experience' is more likely to be valued if it demonstrates, and is based on, the taking of an interest in the student. This implies listening, responding, attending, etc. – all the skills identified here as guidance skills in tutoring.

145. '. . . *my role is to make sure the students are able to learn from this . . .*'

The tutor has a multitude of tasks to perform – not only to

teach, but also to be involved in the management of the team of staff involved with the student. Such management involves mediating, liaising, organising meetings, and so on. The skills explored in this manual will not only help the tutor in working with students but can also be applied to working with colleagues and with other adults outside the institution, both of which are vital if staff are to meet the challenges of designing new curricula to meet the needs of new groups of students.

146. ***'. . . what can I do if a silly girl . . .'***

It is immensely difficult for many adults to suspend judgement over the situations that young people get into and the beliefs and values that they hold. Yet as tutors it is essential to attempt such suspension and indeed to explore the reasons for the judgement made. The values of individuals and of society are neither absolute nor unchanging.

147. ***'. . . goes and gets herself pregnant . . .'***

Some of the dilemmas that students get themselves into are beyond the tutor's experience and, on occasion, outside the tutor's knowledge. Referral can be useful here, but there are also opportunities for the tutor to learn, provided value judgements can be suspended. The knowledge that a skilled tutor needs is often related to a tolerance of uncertainty and an awareness that a quick piece of well-meant advice is seldom appropriate.

148. ***'. . . anyway we didn't have any problems until we had a student counsellor . . .'***

This is not true; the problems have always been there. In the past, especially in further education, they were often able to be hidden by the student and ignored by the staff because a clear goal, a 'ticket to the working world,' was in sight. In many cases, other agents, such as peers, family, or a work supervisor or foreman, were often in a stronger position to help. But, for many students, the goal is no longer so clear, their uncertainty is greater, and their problems cannot be so readily hidden or ignored. The problems are not *caused* by services designed to help students, but some can be alleviated by such services.

149. A further objection to the manual might be that it offers a 'counsel of perfection'. This has not been the intention. Instead, to borrow a term from Winnicott[10], the aim has been to encourage 'good enough' tutoring for students in vocational preparation. The purpose of the resource manual has been to encourage tutors to see ways in which they are already 'good enough', and also to explore ways in which they can change and develop their work.

150. Arising from the model of tutoring that has been presented, there would appear to be six key questions tutors might be encouraged to ask themselves. These questions relate to the model shown in Figure 4 and are amplified in Resource Sheet 4 in the appendix.

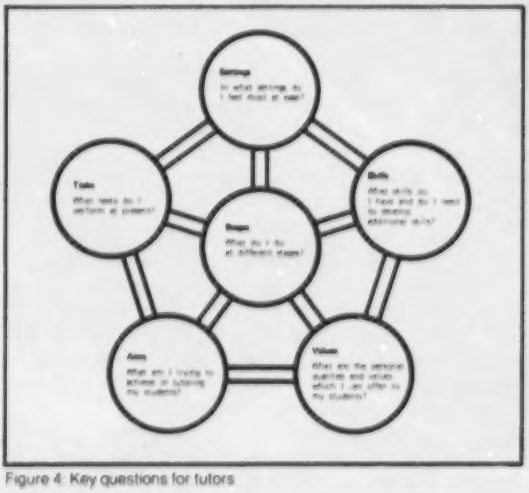

Figure 4: Key questions for tutors

151. **(a) What are my intentions in tutoring my students?**

Hopefully this resource manual has encouraged tutors to consider the intentions they hold for tutoring. There will be, in many cases, differences between the views held by individual tutors, and also between those views and the practices encouraged by the 'institution'. What needs to occur is a chance for an open discussion of the variety of intentions for tutoring, and how they relate to those of vocational preparation. 'Specialists' like counsellors and careers advisers should be involved in these discussions, as should members of the college management team.

152. **(b) What do I do at different stages?**
An important step is to reflect on the way in which tutors at present help students to work through the stages of selection, induction, experience and transition. Such a review will enable shortcomings in present practice to be identified. For example, in many institutions the tutors are not involved fully in the selection stage, and hence in the negotiation process. This has significant costs, especially in the early stage of the opportunity, in terms of the expectations that the students have of the course and vice-versa.

153. **(c) What are my personal qualities and values?**
Many tutors are likely to feel daunted by a consideration of the personal qualities they bring to their tutoring work. Yet, it is quite clear that in such a helping role one's personal qualities are very much 'on show' to the students. If an intention is to help students become increasingly aware of their own attitudes and values, inevitably this process will be mirrored in the need for tutors to do likewise. Opportunities to reflect on these issues, and to be constructively challenged and confronted, can be helpful in developing such self-awareness.

154. **(d) What tasks do I perform at present?**
It is easy for a tutor to get 'locked into' performing a narrow range of tasks. Sometimes the structure of the tutorial organisation encourages this. For example, the personal tutors may be the 'good guys' and the subject tutors the 'bad guys'. As has been said earlier (see para 50), one of the opportunities offered by tutoring in the area of vocational preparation is for greater consistency and coherence within the range of tasks that are to be performed. Accordingly, each tutor needs an opportunity to explore this range, together with an opportunity to explore possible additional tasks – not necessarily to perform them all, but at least to understand the process that each entails.

155. **(e) Do I need to develop additional skills?**
Just as it is easy to get locked into particular tasks, so it is with particular skills. As has been explained earlier, tutoring is not just about listening; it is also about resolution of problems. That is, it is task-oriented. Many tutors and specialists in the college, including counsellors, use an extensive range of skills in their work with students, and opportunities to share these skills with other tutors may add to their repertoire.

156. **(f) In what settings do I feel most at ease?**
Many tutors have a preferred setting in which to work, whether individual, group, or organisational. To meet the needs of students, it is likely to be necessary to develop the flexibility to work across all three settings, recognising the common ground between them, but also the special requirements of each. Ways of helping tutors to explore these issues are likely to benefit the tutorial work with students considerably.

8 Organisational Issues

Organisational Issues

157. In implementing the guidance role of the tutor, as outlined in this resource manual, there would appear to be potentially three groups of people that need to be involved:
(i) the tutors themselves;
(ii) those involved in staff development and training; and
(iii) those responsible for college management.

Most of this manual has been directed mainly (though not exclusively) at the first of these groups, the tutors themselves. This section addresses itself to the second and third groups, with the intention of encouraging each to work on the issue of 'All right – so what do *we* do next?'

For those involved in staff development and training

158. If tutorial work is to be taken seriously, then attention needs to be paid to the training and staff development needs of tutors. In order to determine an appropriate staff development programme for tutoring in vocational preparation, it is important to analyse the expressed needs of staff involved.* This may be done by use of a self-appraisal inventory (see eg. Resource Sheet 4 in the appendix) and/or a programme checklist (see eg. Resource Sheet 5), or by direct discussion with the tutors.

159. Arising from, and contributing to, such an analysis, a number of questions can be identified as being relevant to the work of people involved in training and staff development. In relation to the model used in the manual, six questions are particularly pertinent, and these are shown in Figure 5.

160. **(a) How are tutors helped to consider the intentions of their role?**
It is important for there to be opportunities to explore how intentions of tutoring correspond to those of vocational preparation. Methods that have been tried in colleges to explore this area include:

- *papers* submitted to boards of studies (college and department), followed by discussion and *policy recommendations*; and
- *conferences* and *seminars* attended by tutors and managers, perhaps addressed by key speakers and held inside the college premises.

*See FEU forthcoming publication 'Teaching Skills'

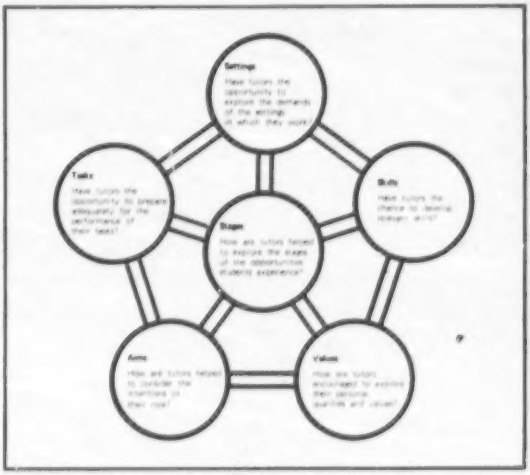

Figure 5: Key questions for training and staff development

161. **(b) How are tutors helped to explore the stages of the opportunities students experience?**
To move from overall discussion of intentions to a discussion and exploration of particular issues, a 'concretising' process needs to be encouraged. Possible approaches include:

- *case discussions* where tutors, counsellors, careers advisers, etc., meet together regularly to discuss the issues that are affecting students (this primarily training event needs to be distinguished from *case conferences*, where a tutor and counsellor may get together to talk about what to do next in relation to a particular student);
- *course team discussions* where tutors and other staff involved in an opportunity meet regularly to explore the progress of the course, whether it is meeting the students' needs and any changes or adaptations that are needed; and
- *researching* the previous experience and subsequent experience of students on the course which might assist in the process of course design, and be particularly helpful in relation to the stages of induction and transition.

components – qualities, intentions, and so on. The same is true for staff-development programmes that get caught in other approaches, such as group-work courses.

For those responsible for college management

170. Related to the demands made of tutors in this area, and the need for a training and staff-development programme, are some significant policy issues. These need to be directed toward management, both at the level of the Heads of Department involved in vocational preparation work (to whom the tutors will presumably be responsible) and also at the level of Senior Management, which has the task of balancing the consequences of such an approach to tutoring with all the other demands on resource allocation for which it is ultimately responsible.

171. The first issue that can be identified is that of the system of tutoring most appropriate to this group of students. A range of possible systems are available, involving the use of some combination of course (or co-ordinating) tutors, subject tutors, personal tutors, and specialist staff (counsellors, etc.). (A fuller discussion of this issue is provided in Resource Sheet 6 in the appendix.)

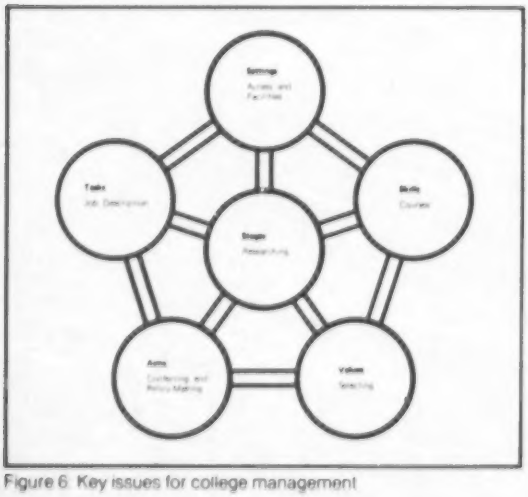

Figure 6 Key issues for college management

172. Applying once again the model used throughout the manual, Figure 6 suggests six major policy issues to be considered here:

173. **(a) Conferring and policy-making**
It is desirable for decisions to be taken within the institution which specify clearly the aims underlying the tutorial system in operation, especially in the vocational preparation area. This policy would of course be subject to scrutiny and review by the board of studies.

174. **(b) Researching**
It is unlikely that information on the students' pre-course and post-course experience will be made available to the college unless someone takes responsibility for gathering such information and making it available. Effective links with other providing and guidance agencies in vocational preparation are likely to be crucial here.

175. **(c) Selecting**
Tutoring has been described here as a set of *skilled tasks*, and a policy decision regarding who should become course tutors seems particularly essential. This resource manual has identified the main elements of the role, and it is clear that some are more easily developed than others; skills can be learned, while personal qualities take longer to change.

176. **(d) Job description**
One of the common problems that subject and course tutors face is a lack not only of a clear rationale (intentions) for their role, but also of clearly specified duties in a job description. Some colleges have devised such descriptions, and it is hoped that this resource manual will provide resources for colleges to use for this purpose (see Resource Sheet 2 in the appendix). Among other things, this will require the college to make a decision about the relative merits of a split tutorial system of course and personal tutors, as against a unitary system of course tutors only. The manual has indicated that a unitary approach, at least to co-ordinating tutorial work, is possible and viable in vocational preparation, but this does not imply that this is the only or necessarily the most appropriate method (see Resource Sheet 6 in the appendix).

177. **(e) Courses**
The number and variety of training and staff-development courses that can be planned and organised inside a

college, or that staff might desire to attend outside, are of course likely to be in competition with other courses, eg. in developments in subject teaching or in organisation and administration. The plea here is not that courses in tutoring should necessarily be given priority over all others, but that such courses should be given serious and equal consideration in the overall staff-development programme.

178. **(f) Access to facilities**
Skilled tutoring requires time and space both for work *with* students and for work *for* students. In most colleges, of course, these facilities are in short supply. Nonetheless, if the role is to be taken seriously and performed to the benefit of the student's learning, the investment in such facilities is essential. A course tutor, for example, cannot be expected to carry out the role envisaged here within normal class-contact hours. Many course tutors already use a considerable part of their non-class-contact hours working with their students, and some recognition for this is highly desirable; subject tutors, on the other hand, may well be expected to carry out some of the tasks identified here within their existing role.

179. Any decisions relating to these issues are the responsibility of the management within a college, and not the prerogative of this resource manual. It is hoped that college management will use this resource manual to promote and take part in a well-considered debate on the guidance role of tutors in vocational preparation. It is important for the organisation to have such a debate, as it is one way in which the college might benefit from the experience of the tutors, particularly in considering and discussing the institutional constraints that such an approach to tutoring might identify.

180. In addition, it is hoped that Local Education Authorities will review the implications of this resource manual and will facilitate its adoption by means of policy decisions within its power relating to:

- provision of resources;
- levels of staffing; and
- staff development.

9 Summary

Summary

Section 1

181. Guidance is a core component of the role of the tutor in vocational preparation. As such, it is a vehicle for helping students to overcome the potential blocks to learning which they face, and to become increasingly self-reliant. Guidance activities, including counselling, are relevant to all of the four basic components of vocational preparation: negotiation, assessment, acquisition of basic skills, and use of experience. The term 'guidance' denotes a range of generic helping or enabling activities, of which information-giving, advice-giving and counselling are three significant but separable elements. The term tutor has been used throughout to indicate course and subject tutors.

Section 2

182. As students progress through a course or other opportunity within their vocational preparation programme, there are four stages that the tutor needs to pay attention to: selection; induction; experience; and transition. In each of these stages, the student is likely to pose issues and questions that will demand a variety of guidance tasks to be performed by tutors and by other agents involved – careers officers, work-experience supervisors, college counsellors, and so on.

Section 3

183. While some of these tasks have traditionally been seen as inherently conflicting, in vocational preparation they all need to be performed with reference to the primary aims of enhancing learning and self-reliance. Therefore, each of the tasks can be seen, to one degree or another, to have a guidance component, and it is important for tutors to explore their performance of such tasks with this in mind.

Section 4

184. For such tasks to be performed in an enhancing way, certain values are central, notably those of openness, equality of worth, and trust. Such values offered by tutors are likely to demonstrate to the student the 'core conditions' of authenticity, acceptance, and appreciation.

Section 5

185. If tutoring in vocational preparation involves the performance of a number of tasks, then to perform these tasks with good effect and compatibility with the aims and values of guidance, certain key skills are necessary or desirable. Three groups of such skills can be identified: those of multiple skills; specific skills; and ancillary skills.

Section 6

186. Tutoring involves the skilled performance of a number of different tasks in a range of specific settings. The settings are: (a) the group, where the tutor helps individuals to work through issues relating to their progress with other students similarly engaged; (b) the individual, where the tutor helps deal with individual issues privately; and (c) the organisation, where the tutor 'acts for' the student outside the course.

Sections 7-8

187. If such tutoring is to be developed within colleges and schemes, then a comprehensive staff-development programme will need to be implemented. Such a programme will involve the tutors themselves, in terms of their existing skills and expressed needs (Section 7); it will also involve those responsible for staff development and policy-makers (Section 8).